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ABSTRACT

The purpose of this practicum was to improve the reading program at a San Antonio elementary school in grades one through three and to provide a model for expansion to grades four and five and to other elementary schools in the area. The Texas Right to Read format was used as a guide to implementing the program. This document introduces the program, discusses the background of the program, states the problem, and discusses the practicum design and execution. Also included is an evaluation, a calendar of practicum activities, a summary and conclusion, a follow-up report, and an analysis of data in the appendix. The six appendixes include such topics as Right to Read Program Planning Procedure, Right to Read Definition of Terms, Sequence of Skills and Performance Objectives, Performance Objective for each Component of the Reading Project, Tutorial Home Work Centers Program, Individual Reading Records, Standardized Tests Enclosures, Budget Report, and School Information. (TS)

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IMPLEMENTING THE TEXAS RIGHT-TO-READ PROGRAM PROCEDURES IN THE EAST CENTRAL INDEPENDENT SCHOOL DISTRICT

PHASES II, III, AND IV

by Leonard F. Duckworth

Submitted in partial fulfillment of the
requirements for the degree of Doctor
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Austin Cluster
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ABSTRACT

The purpose of this practicum was to improve the reading program at Pecan Valley Elementary School in grades 1-3 and to provide a model for expansion to grades 4 and 5 and other elementary schools throughout our area. In building a better reading program the "Texas Right to Read" format was used as a guide. The results showed substantial gains in student reading achievement scores. In addition the program is being examined and utilized by many neighboring schools. These developments would indicate the positive result of this practicum study.

IMPLEMENTING THE TEXAS RIGHT-TO-READ PROGRAM PROCEDURES IN THE EAST CENTRAL INDEPENDENT SCHOOL DISTRICT

PHASES II, III, AND IV

by Leonard F. Duckworth

INTRODUCTION AND BACKGROUND

In the early part of 1970, the Texas State Board of Education passed a resolution in response to a national Right to Read movement launched by James E. Allen, Jr. This resolution resulted by 1973, in a document called *The Right to Read in Texas: A Plan of Action*. At this time forty school districts were designated as Texas Right to Read schools. Among these was Pecan Valley Elementary School in the East Central School District. Each designated school was to develop an effective reading program to serve as a demonstration school according to the Right to Read document four components were to be used in the program development; needs assessment, program building, comparison reviewing, and reporting/evaluation procedures. There were certain guidelines in each of these four areas, but a large degree of freedom in program development was also allowed to participating schools.

In January 1974, when the East Central School District was charged with the responsibility of implementing the Texas Right to Read Plan of Action, the author, because of his involvement, as director of the project, and concern over the existing reading program in his district, chose to make the first phase of the Right to Read Plan, needs assessment, the subject of his midi practicum. At that time the author anticipated following with a Maxi II practicum encompassing phases two, three, and four of the Right to Read Plan. Thus the Maxi II proposal was submitted, approved, with changes made in an interim report, and the following report contains the action taken in the final three phases, program building, comparison, reviewing, and reporting/evaluation procedures.

In the Texas Right to Read Plan of Action, a proposed calendar suggests at least three years for the full implementation of the plan. The East Central School District completed their project several months ahead of schedule, but the author anticipates further refinement and revision to continue into the 1975-76 school year. The basic plan of action, one of substantial scope and importance in our district's educational program, follows in this Maxi II practicum report.

The setting for this report is grades 1, 2, and 3 of the Pecan Valley Elementary School. It is at these levels where basic reading skills are usually learned. Upon completion of this report, the Right to Read Plan will be expanded to grades 4 and 5 and will be implemented in other schools in the district. Furthermore, the Pecan Valley School is and will continue to serve as a model for other districts implementing a similar program.

STATEMENT OF PROBLEM

The needs assessment phase of The Right to Read Plan (Midi-Practicum) indicates certain deficiencies existed in the Pecan Valley Elementary School reading program:

1. More than 50% of the students in grades 1-3 scored below the median range on the Gray-Votaw-Rogers and SRA Multi-Level-Blue Achievement Tests.
2. Less than 20% of these students received any special clinical assistance.
3. The students fell consistently further behind as they progressed through the elementary grades.
4. The existing reading program was not diagnostic in nature.
5. About 90% of the teachers had not received any specialized reading instruction, though they indicated through self-evaluation a desire for additional diagnostic reading instruction training.

What is needed in response to these deficiencies is a step by step account of the program building process, phase II of the Right to Read Plan, and of the resulting program itself, which is addressed to the elimination of deficiencies 1-4 noted above. Deficiency problem 5, however, is provided for in a separate teacher training program. In addition, this report will contain the steps taken in phase III, comparison reviewing, and phase IV, reporting/evaluation procedures.

In conclusion, the building of a better reading program for Pecan Valley Elementary School grades 1-3 is essential.

PRACTICUM DESIGN AND EXECUTION

The primary purpose of this study is the continuous improvement of the student's ability to read. This is accomplished through the use of diagnostic/prescriptive techniques.

Specific Objectives

1. 50% or more of the Right to Read students evidence a reading ability gain in excess of one month's improvement for each month taught as measured by the Gray-Votaw-Rogers achievement test.
2. 95% or more of the Right to Read students evidence a reading ability gain in excess of six months improvement during the seven month test.
3. Right to Read test students, as a group, improve one month for each month's instruction as measured by the Gray-Votaw-Rogers Achievement test.

Resources and Processes

In the discussion of resources and processes the author will frequently refer to the Unit Task Force. Members of the group are as follows: (1) 5 elementary teachers, one each from grades 1-3 (These are actively involved participants).

One each from grades 4 and 5 (These will become actively involved in 1975-76), (2) 2 community members, (3) Pecan Valley Elementary Principal, (4) Author/director.

At the end of Phase I of the Texas Right to Read plan, Needs Assessment, the Unit Task Force teachers (at that time one teacher from grades K-2) indicated in response to an analysis instrument, their desire for further diagnostic/perscriptive training. When the plan for this practicum was changed to include a grade three teacher instead of the Kindergarten teacher, it was found that this new participant on the Task Force had a similar desire. In order to provide such training and respond to deficiency need number five as expressed in the statement of the problem, a teacher training program was organized and initiated prior to the beginning of the 1974-75 school year.

Two of the teachers involved in the needs assessment phase, as well as the author had attended summer workshops or classes designed to help in the teaching of reading. Prior to the 1974-75 school year an intensive two day idea exchange was planned. In addition consultants from the region service center spent one day with the Task Force. Finally, as part of the teacher training program, a reading specialist was called in to spend one day with the Task Force.

After these four days of intensive study and training the Task Force teachers could:

1. List categories of reading skills
2. Develop an individual prescription for

instruction in reading from given test information

3. Identify, select, and plan the utilization of instructional materials in reading
4. Diagnose handicapping behaviors in reading
5. Be aware of new theories, methods, and practices in the teaching of reading
6. Provide appropriate instructional sequences in which a variety of teaching methods, materials and activities are used

Throughout the year other training sessions were held for the Task Force. Another reading specialist was consulted, and an idea exchange was held with teachers from a neighboring school. Such training sessions not only resulted in better qualified reading teachers, but the teachers gained confidence in their own ability.

It should be noted here that the Task Force teachers were unusually cooperative and genuinely concerned for the reading program at Pecan Valley Elementary. Not only did they attend the training sessions previously described, but they spent an additional six days prior to the 1974-75 school year in outlining and planning the program they wished to develop according to phase II of the Right to Read plan, program building. Naturally, the programs themselves were for the most part, built as the year progressed, determined by the individual needs of the students, but the Task Force teachers had a definite direction for the upcoming school year.

Hereafter in this discussion of resources and processes the author will group persons affected by this practicum into categories and will describe activities and processes in the order in which they took place. The events previously described formed the conceptualized solution for need number five of the stated problem and the following practicum execution descriptions for the conceptualized solution for needs 1-4.

Task Force. The Unit Task Force during the needs assessment phase determined that the school's existing reading program consisted of the following:

1. basal and supplementary instruction
2. code emphasis (phonics)
3. lecture
4. demonstration-performance

They also examined the following methodologies:

1. contracts
2. cross-age tutoring
3. language experiences
4. linguistic
5. meaning emphasis
6. modified alphabet
7. programmed instruction
8. team teaching
9. responsive environment
10. listening skills
11. intensive involvement
12. interactive media

13. English as a second language
14. tutoring by parents
15. machine instruction

At this time it was determined that according to the Texas Right to Read plan, each school must develop its own unique reading program so not all of the methodologies would necessarily be incorporated in the Pecan Valley curriculum. At the same time it was noted that numbers 10, 11, 14, and 2 should receive priority in the program building phase.

Because of this priority status these skills and programs were started at planning meetings held before school actually began. The resulting program descriptions with revisions are included here in the appendix. Also at these first meetings the following program planning activities were accomplished.

Program Planning Activities

1. Selection of test instruments which correspond to desired student performance outcome at the appropriate level
2. Identification of skills, rate of introduction, consistency of reinforcement and sequence in which skills are introduced in all reading textbooks currently used in the present reading program
3. Evaluation of all materials and activities in addition to textbooks to assure the appropriateness of the material to the student and his achievement of the desired student outcomes

4. Techniques for use with a specific material in order to achieve a specific outcome by a particular student
5. Documentation and cataloging materials as to purpose, level, location, and other pertinent information
6. Motivational and reinforcement activities that can be carried out by alternative personnel under the direction of the classroom teacher with or without the teacher's direct participation
7. Selection of methods, materials, and techniques

Finally the Right to Read documents designed to guide program building were utilized and completed during the first 6 day planning session. These can be found in the appendix.

The task force continued to meet as often as necessary, always at least once per week to develop other programs of their own, (included in appendix); Choose prepared materials which could be purchased within their budget, (listed in appendix) and revise programs in use as required in phases III and IV of the Right to Read Plan.

Task Force Teachers. Once the initial planning sessions were completed the teachers were charged with administering the pre-test. Thus Phase III of the Right to Read plan, implementing the program, was started. The implementation was discussed at each of the Unit Task Force meetings. The following steps were examined with relation to each act of implementation.

1. Collection of resultant test data
2. Application of materials selected during

program planning.

3. Interpretation of test results to reflect both group and individual performance
4. Decisions to revise as needed
5. Utilization of learned diagnostic techniques
6. Plan instruction based on profile of skills revealed by diagnostic instruments and teacher observation
7. Organization of daily program structure
8. Discuss individual student problems for group benefit

Because planning and implementation, phases II and III were being conducted simultaneously the following considerations are listed separately because they are related to both phases. They were an integral part of the weekly discussion sessions.

1. Discover children's reading level and their interests
2. Plan the use of parent volunteers
3. Discussion of failures and successes of diagnostic techniques
4. Recycle where necessary
5. Exhibit materials designed by teachers for utilization within the program
6. Continue selection of materials for specific development
7. Continue planning instructional program
8. Request consultants as needed

As the year progressed the task force teachers did indeed implement the various programs planned in the Unit Task force sessions. It would be impossible to present each individual student's program, but individual samples are included in the appendix along with the several major reading programs developed throughout the year.

At the end of the year the task force teachers were responsible for administering the post test. The results form one part of the evaluation for this practicum.

Director of Project, Chairman/Author. The director of the Right to Read Plan was responsible for obtaining consultants and preparing the in-service training before the school year began. The director attended all Unit Task Force sessions as a participating member. As a director it became necessary to be a liaison official acting between school board, community, school administrators, teachers, and other interested parties. One responsibility delegated solely to the director was that of budget. Records of financial accounts can be found in the appendix. Finally the director of the project had the responsibility for writing and compiling all the components of the program into a single document, this practicum, and compiling test results for the evaluation of the project.

Community Members. The two community members on the Unit Task Force served as participating members, but their primary role was to inform the community of progress. Form letters for this purpose are included in the appendix. Also the community members led in the job of finding parent volunteers for the program so designed.

School Board. The school board met with the director to ascertain progress and was frequently called upon to allocate funds.

Principal. The principal of Pecan Valley Elementary School was extremely important to the success of the project. Not only was he a participating member of the Unit Task Force, but he was a leader in the real sense of the word. Because he was on campus he was often called in by task force teachers when the director was not available. In addition certain school funds were spent in support of the Right to Read project. His interest and concern for the improvement of reading were contagious. He was able to keep enthusiasm and morale high which definitely was a contributing factor in the success of the project, perhaps as much as the programs themselves.

Consultants and Parent Volunteers. These people were called upon as needed. Their assistance helped assure the success of the Right to Read project.

EVALUATION

It was the purpose of this paper to describe the improvement of reading instruction procedures as carried out according to the Texas Right to Read Plan of Action in Pecan Valley School of the East Central School District. These activities were conducted as a result of the needs assessment phase performed in the same school during 1973-74 school year. In addition to building a better reading program phase III comparison reviewing occurred concurrently and phase IV, reporting/evaluation procedures were conducted at the end of the 1974-75 school year. This final phase then becomes the product evaluation of how well this practicum met its said objectives.

The main criteria for measuring and evaluating this maxi II practicum is a comparison of pre and post test scores of participating students as opposed to non-participants. These scores were those obtained from the Gray-Votaw-Rogers Achievement Test. They showed a positive result and the three specific objectives of this paper were met. Copies of these scores can be found in the appendix.

The following examination of each individual objective and the degree to which it was satisfactorily met is provided, based on the scores given in Table I and II of Appendix IV and the participant's observation of individual test score data.

Objective I: Fifty percent or more of the Right to Read students evidence a reading ability gain in excess of one month's improvement for each month taught as measured by the Gray-Votaw-Rogers Achievement Test.

To determine the degree to which this objective was met, the participant carefully examined the individual test scores.

It was found that of the 44 treated second graders, 25 students did achieve (on all five tests) in excess of one month's improvement for each month taught. Four students achieved more than a month for each month taught on four of the five tests. Four other students achieved in excess of one month's improvement for each month taught on three out of five of the tests.

In the third grade there were also 44 treated students. Of these, 24 students scored over a month's improvement for each month taught on all five tests. Three students showed the desired gain in four of the five areas, and seven showed similar gains on three of the five tests. At first glance, this evidence does not seem to support the data found in Table II; however, the gains exhibited by the third graders were more significant than those exhibited by the second graders, thus accounting for the more significant class gain in third grade.

Objective II: Ninety-five percent or more of the Right to Read students evidence a reading ability gain in excess of six months improvement during the seven month test.

Again, individual test scores were used to determine the degree to which this objective was met. It was found that no class succeeded in achieving this objective on the overall test. However, when considering only the first three areas which were in reality the reading areas, three of the four treated classes did attain the desired percentage of students gaining six month's improvement for the seven month period.

It is the participant's opinion that the percentage set in this objective was too high. However, in spite of the fact that success was achieved at the given time period of this practicum; it is the participant's belief - as well as that of the task force teachers - that 90% would have been a significant achievement and a more reasonable goal.

TABLE I

Percentage of Students Achieving Six Month Gain

Class	Number of Students	Number of Students Gaining 6 Mo. or More For 7 Mo. Taught	Percent of Success
Second Grade I	22	21	95.45
Second Grade II	22	20	90.90
Third Grade I	22	21	95.45
Third Grade II	22	21	95.45

The average success percentage was 94.31. This figure was very close to the desired 95%; and by breaking the results into classes as in the table above, it is possible to see exactly how successful the Right to Read plan was in achieving stated Objective II.

Objective III: Right to Read students, as a group, improve one month for each month of instruction as measured by the Gray-Votaw-Rogers Achievement Test. The evidence to support the successful fulfillment of Objective III can be found in Table III (Appendix IV). However, the following excerpt from that table is provided here with an additional column for clarification.

TABLE II

Student Performance Data Including Group Gains

Grade	Class Average 1st Test		Class Average 2nd Test	No. of Months Group Gained in 7 Mo. Period
2	Read. Voc.	1.8	3.0	12
	Read. Comp.	1.8	2.9	11
	Spelling	1.9	3.0	11
	Math. Reas.	1.7	3.0	13
	Math. Comp.	2.1	3.5	14
3	Read. Voc.	2.9	3.8	9
	Read. Comp.	2.8	4.2	14
	Spelling	2.7	4.5	18
	Math. Reas.	2.7	4.0	13
	Math. Comp.	2.9	4.1	12

When viewing the Right to Read group as a whole, the results were astounding. The participant is proud to report the practicum's success in meeting its stated objectives.

It was stated in the proposal that the practicum evaluation need not be limited to the product evaluation, and the following evaluation assumptions were made based on other criteria:

Assumption I: The designing and utilization of the complete program with its separate components can be said to have met improved reading instruction and better the needs of the students. This is based on the improved test scores.

Assumption II: Individual pupil gains were in most cases significant. This is based on the following methods of measuring individual achievement:

1. teacher observation
2. achievement tests
3. criterion reference tests
4. reading diagnostic tests
5. reading level placement tests

Copies of some of these tests are also included in the appendix; however, results of individual gains are not given. This would not only be too lengthy, but the results would certainly be inconclusive. Individual records were kept faithfully by task force teachers, though.

Assumption III: The effectiveness of the Right to Read program is evidenced by the increased student achievement as stated in the practicum proposal. In addition to this criteria, we have made the assumption that the Right to Read program was effective based on the following:

1. Several letters of interest in our program were received throughout the year. Some are included in the appendix.
2. Public interest was demonstrated through increased newspaper publicity and visits from community members.
3. The completed project is to be used by four additional schools next year and will be expanded in the Pecan Valley School.
4. Finally, as was stated in the midi-practicum about the needs assessment phase, the task force unanimously expressed the opinion that they saw the Right to Read program as a learning, growth-producing activity which stood on its own merits quite apart from the accepted value of the information obtained.

As part of the on going evaluation procedure the task force used a document prepared as part of the Right to Read plan. The following excerpt was used in the weekly task force meetings to help evaluate and form a standard for activities included in the final program.

Program Planning

The purpose of this part of the exercise is to use the information from the needs assessment as a basis for planning your reading program.

1. Determine your objectives and assign priorities to them.
2. Survey other reading programs to determine whether they will meet your needs.
3. Determine:
    - A. the basic approach for achieving your objectives
    - B. the techniques you will use
    - C. how you will organize your school for this purpose.
4. Decide how you will organize the instructional day and the personnel requirements of the program.
5. Decide the best way to learn whether your program is doing what you intended it to do.
6. Summarize staff needs.

It should be noted here that individual objectives were formulated for each of the program components. For example listening skills had its own objectives. These were to be met in the design for teaching listening skills. If the component succeeded in meeting its own objectives it was incorporated into the final document because of its own merit, therefore forming one step in the total program to meet the three stated objectives of this report.

Another part of the ongoing evaluation was the following check list from the Right to Read Plan.

Program Planning Procedures

_____A. Collect R2R Center Data

_____1) School and grades
_____2) School setting
_____3) Ethnic balance

_____B. Complete Needs Assessment

_____1) Summarize student performance
_____2) Summarize current reading program
_____3) Describe reading materials used
_____4) Analyze teacher performance
_____5) Inventory available school and non-school resources
_____6) Give priority ratings to components

_____C. Determine Your New Program

_____1) Select and categorize goals
_____2) Identify objectives

The N.A.P. contains cards which offer possible goals which you may wish to use. However, you are encouraged to develop your own goals. Some goals may be classified as program goals, i.e. Parents will demonstrate greater involvement. Other goals may be classified as instructional goals, i.e. Children will increase verbal communication.

_____3) Identify behaviors to correlate with objectives

_____D. Study Information Capsules

_____1) Analyze model programs

_____2) Evaluate model program's potential for local replication

_____E. Identify Instructional Approach

_____1) Select basic approach

_____2) Select appropriate techniques

_____3) Select teacher/student organizational structure

_____4) Identify needs for staff development

_____F. Diagnostic-Prescriptive Approach

_____1) Identify instructional objectives which require diagnostic-prescriptive approach

_____2) Record instructional objectives on D-P Approach chart

_____3) Identify appropriate instruments or techniques

Program Planning Procedures (Continued)

____4) Prescribe materials to accomplish instructional objectives

____G. Teacher Assignment and Program Organization

____1) Time schedule of instructional day

____2) Personnel assignments

____3) Teacher/student ratio

____H. Determine Program Evaluation

____1) Name outside evaluator

____2) Record program objectives on chart

____3) Select appropriate tests

____4) Establish pre-post testing schedule

____I. Determine Personnel Costs

____J. Determine Materials and Services

____1) Review objectives

____2) Select materials and services to achieve objectives of the program

____K. Establish timeline for Program Implementation

One other checklist was used in the ongoing evaluation which leads to revision and refinement. This checklist was used to evaluate each component of the total program before agreement was reached for that part to be included in the total reading program.

1. Does the reading program emphasize reading for understanding and aim to develop flexibility in comprehension and rate in accordance with the student's abilities and purposes and different levels of materials?
2. Are there special provisions for the culturally different?
3. Does the reading program provide experiences essential to reading at all areas of development?
4. Are many materials provided, basal and supplementary, which include definite lessons in how to read as well as highly interesting and varied reading selections to be read and discussed?
5. Are there materials that children can identify with?
6. Is the reading program a continuous program beginning at each learner's current level and attempting to lead him at his own success rate to his maximum achievement? (Are there plentiful reading materials that cover a wide range of difficulty and interest?)
7. Are they utilizing all the resources--human, community and governmental--available in order to (benefit) realize specific objectives?
8. Are lessons taught with the following things in mind?
    - a. selections from the reader
    - b. training in reading for various purposes
    - c. establishing independence in identifying new words

  d. improving reading through skillful teaching in various content areas
  e. developing independence in coping with meaning difficulties
  f. locating and removing each pupil's reading deficiencies
  g. measuring pupil achievement

9. Are the objectives clearly stated and understood so that the program has direction?
10. Is there an abundant supply of supplementary material?
11. Is there evidence of pupil progress and pupil participation (skills checklist, progress charts)?
12. Is the reading program coordinated with the pupil's other communicative experiences?
13. Does it differentiate instruction to meet the individual needs of each child and at the same time does it integrate the commonality of interests and abilities of the group?
14. Is reading related to all areas in the curriculum?
15. Does measurement and evaluation parallel the instructional program?
16. Is there continual, careful measurement and evaluation of student's progress, which provides the basis for further instruction?
17. Is there a clear statement of objectives to indicate the direction and scope of the program?
18. Is there continuous measurement and evaluation of the effectiveness of the program?

The teachers also had a checklist for evaluation within their classroom. This self-evaluation was for their own use, but is included on the following pages.

CHECKLIST FOR TEACHER SELF-EVALUATION OF THE READING PROGRAM

Looking at My Classroom

I. Are there evidences of my reading program around the room?

- A. Charts
    - 1. Primary: Are there evidences of experience charts?
      Are there charts relating to specific reading lessons?
      Are there vocabulary charts?
      Are there sound charts?
        - Teacher-made?
        - Pupil-made?

      Are there attractively arranged displays of pupil language efforts?
    - 2. Intermediate: Are these charts to guide development of writing and speaking skills?
        - Example: paragraphs, reports, letters

      Are there pupil-teacher-made summaries?
        - Example: social studies, science, health

      Are there charts to develop word meanings and concepts?
      Are there charts to illustrate principles of word analysis?
      Are there attractively arranged displays of pupil effort?
- B. Additional Materials for Independent Reading
    - 1. Are there books of varying levels related different topics and of diverse types (text-books, biographies, travel books, stories, etc.) attractively arranged and easily available to the children?
    - 2. What provision do you make in your planning for
        - a. helping children develop an interest in independent reading interest?
        - b. building cooperatively general but meaningful purpose for this reading?
        - c. sharing the ideas, information, and enjoyment children gain from this activity?

II. Does my classroom environment lend itself to individual and group work in reading?

- A. Is there a library or reading corner which
    - 1. displays books in an enticing manner?
    - 2. provides space for book reviews, book information, and pupil comments?
    - 3. provides a comfortable reading in terms of chairs, tables, adequate lighting?
- B. Is the room so arranged that the group working with the teacher
    - 1. is compact enough to enable all to hear without using a loud voice?
    - 2. is far enough from those working independently so that it is not disturbing to the others?
    - 3. has sufficient space to work comfortably?
    - 4. is planned so that graphic materials used by the teacher are readily visible to all members of the group?
    - 5. is planned so the teacher has writing space available if the situation demands additional visual material?

Looking at My Class

I. Is each person in my room at the same proper reading level?
  A. Have I accurately assessed each child's instructional reading level and independent reading level through
    1. studying the reading record card?
    2. analyzing objective test results?
    3. reading former teacher reports?
    4. administering needed informal inventories?
  B. Have I utilized the above information in planning
    1. other language activities?
    2. social studies?
    3. science, health, safety?
    4. mathematics?

II. How have I provided for the group working independently?
  A. Are the independent activities
    1. reading-or language-centered?
    2. differentiated according to pupil abilities?
    3. related to previously taught reading skills?
    4. the result of a directed reading activity follow-up?
    5. an outgrowth of independent reading?
    6. so constructed that there is an identifiable learning purpose in them?

Looking at the Lesson

I. Are my directed reading activities (developmental reading lessons) a strong part of my reading program?
  A. Are the introductory phases planned so that they include
    1. definite, precise, specific, attainable teacher purposes?
    2. adequate (neither too little nor too much) readiness in terms of theme, background knowledge, vocabulary, and concepts?
    3. necessary vocabulary presentation in context?
    4. a check of individual pupil mastery of needed concepts and vocabulary?
    5. challenging, interest-provoking, attainable purposes set for the individuals in the group?
    6. silent reading to achieve purposes set?
    7. a culminating activity in oral or written form?
    8. an appropriate length of time for the particular group?
    9. suitable distribution of time among the various elements of such a lesson?
  B. Are follow-up lessons constructed to contain
    1. teacher-guided pupil recall of purposes?
    2. activities appropriate to purposes set and material read?
    3. opportunities for use of vocabulary and concepts introduced in the original presentation?
    4. carefully constructed, pre-planned questions, statements, or challenges to stimulate pupil reaction to materials?
    5. a balanced program of written and oral responses?
    6. approaches other than question and answer?
    7. provision for ample opportunities for pupil self-evaluation and teacher-pupil evaluation?
    8. reasonable time for these activities?

C. Are reading skills presented so that
   1. one specific skill is developed in a lesson?
   2. children are helped to discover principles and generalizations for themselves? II
   3. children are helped to understand how and when the skill is applied in reading material?
   4. sufficient practice items are used with the group?
   5. Individual written practice follows the group presentation?
   6. situations are provided in which the skill is applied?
   7. the proper amount of time is devoted to each phase?

II. Are oral reading activities given their proper place in the total program?
   A. Are oral reading activities planned so that
      1. children acquire the proper concepts concerning the value and place of silent reading and oral reading?
      2. the time devoted to oral reading is minor in scope and used for a specific purpose?
      3. of those included, a major portion involves
         a. an audience situation in which only the person reading has the book?
         b. reading to prove a point?
         c. reading to find a point of information?
         d.. choral speaking?
         e. sharing poetry?
         f. dramatizations?

As a final means of evaluating this project, three letters from willing and qualified persons were obtained regarding the author's efforts. The following information is submitted to establish qualifications of the observers.

GLENN HILL: Director of Special Services for East Central Independent School District; 18 years teaching experience; B.S. and M.S. degrees from Sam Houston University at Huntsville, Texas; 12 years with East Central I.S.D.; 2 years experience in his present position.

EMIL SCHLEY: Director of Vocational Services for East Central Independent School District; B.S. and M.S. degrees from Texas A. & M. University at Bryan, Texas; 10 years with East Central I.S.D.; 2 years in his present position. As Vocational Director, is concerned about the reading ability of vocational students.

WILEY W. LOUGHMILLER: Retired superintendent and principal; 40 years teaching experience; 4 years Superintendent of Cameron Independent School District, Cameron, Texas; 12 years as principal of John Glenn Elementary School in East Central Independent School District; 2 years as Assistant Superintendent of East Central I.S.D. Throughout his career as elementary principal he initiated a number of programs for the improvement of reading.

During the course of this practicum study, the observers visited Pecan Valley Elementary School to monitor practicum activities. The observers first met with the participant to discuss the planned course of action and desired outcomes. As the year progressed, each observer visited the school at his own convenience to observe the plan in action. Two of the observers visited monthly, and the third visited Pecan Valley Elementary a total of four times. Upon completion of the written report, each observer was given a chance to critique the final document. Their letters of observations, opinions and conclusions were included in the report in Appendix IV. Copies of these letters have now been sent by the participant to Sam O. Kaylin, and each observer has been notified that a second letter sent directly to Sam O. Kaylin is suggested in the practicum review. In addition, each observer was provided a copy of the two questions to which the letter should respond.

In addition to this practicum evaluation, there were certain status and progress reporting procedures carried out as a part of the state plan. These procedures were designed by the Right to Read document, and a copy of the reporting guide is included in the appendix.

The evaluation plan in the proposal for the practicum did not include all of the criteria and methods actually used for evaluative procedures. It was stated in the proposal that the evaluation might not be limited to the prescribed means. The author used as the basic product evaluation the proposed criteria, however.

CALENDAR OF PRACTICUM ACTIVITIES

The proposal for this practicum called for activities to begin in October. Since it was a continuation of an earlier project, Needs Assessment, the persons involved did not need an orientation period. The concern of these persons and the participant prompted action to begin ahead of the proposed schedule. The participant began his activities directly related to this practicum in late July, and the Task Force began its activities in August. The following calendar contains a summary of these activities.

August, 1974

The first meeting of the Task Force, concerned with implementing this practicum project, was held early in August, 1974. The purpose of this meeting was to review the findings of the Needs Assessment Phase of the Right to Read project.

Following this meeting, a ten day in-service program was held. During this in-service program, two days were allowed for an idea exchange. This was very informal, and the members of the Task Force exchanged ideas obtained in summer workshops held in Texas. Some of the members had also attended summer classes in nearby colleges, and their information for reading program development was explored. This was a time for developing the relationships among the group which would enable them to work effectively throughout the year. These two days also provided some direction and plans for the overall program building.

Following these two days of informal in-service, an intensive reading study was held for two days. The participant had obtained the services of two reading specialists--one from a neighboring college and one from the region education service center. These specialists directed the activities of the Task Force for two days.

The actual program building activities began during the next 6 days of the in-service program. The Task Force developed the sequence of skills and performance objectives and set the direction for the upcoming year. The participant had gathered a variety of resources, and these were available for use throughout the program building phase.

At this time, the Task Force also developed the basic plan for the listening, parent tutoring, and student cross-age tutoring components of the reading program. These programs were reviewed, expanded, and revised throughout the year, but the basic programs were designed during the in-service program in August.

Another of the necessary activities of the Task Force during its early meetings was to select the test instruments other than the Gray-Votaw-Rogers Achievement Test. This test was already determined as the main evaluative tool, but the selection of several others was made at this time to supplement findings and to be used as diagnostic instruments.

The resource materials were not only reviewed and evaluated at this time, but many of the materials were documented and catalogued for future use.

A list of pre-school hints was developed, and the participant was responsible for their distribution during the days of school registration.

Finally, in August, the Right to Read program building documents were completed and sent to the proper state authority.

September, 1974

During the month of September, the Task Force established their regular meeting time. They proposed to meet weekly except when special circumstances prompted extra meetings. Only one extra meeting was deemed necessary during this month, and at that time another reading specialist's services were secured by the participant. This person helped to solve some of the problems encountered in implementing the new program. These problems centered primarily on the diagnostic procedures, determining the students' reading ability level, and their interests.

The previously planned components were put into action and were revised as needed.

The participant and several of the Task Force members did meet with a group of interested parents in September to initiate the parent volunteer program. A flier was prepared by the participant and sent to all parents of children in the participating classes. The number of parents responding and attending the meeting was good. There was a total of 32 parents attending, and of these almost all were willing to serve in the parent volunteer program. As the year progressed, some of these dropped out, but others in the community became involved.

The team of evaluators was briefed early in September, and all three of these persons visited the school during this month. They were invited and attended one of the weekly Task Force sessions.

At one of the regular meetings in September the Task Force began the selection of materials to be purchased for the reading program. Throughout the year, materials were purchased as needed, but the selections were carefully made. At the end of the year, everyone concerned was pleased with the results--even the school board and budget-makers.

Development of the Speaking Skills component of the total reading program began in September. Many teachers use the ideas of this program in their classes, but the development of the written program strengthened their use.

Finally, in September, the Task Force was faced with the problem of devising a means of keeping individual reading records. They devised a standard means which fulfilled their needs. This might be varied when the program is used in other schools, but the method of record keeping developed was useful and satisfactory for Pecan Valley Elementary School.

October, 1974

During October, the Task Force continued its regular weekly meetings. The pre-test was administered to the participating grade levels. The results of this test were interpreted to reflect both group and individual performance.

Continued planning and building of the instructional program took place in October, and revisions were made as deemed necessary by the Task Force.

At the weekly meetings, the Task Force members turned their attention quite often to individual student problems. Discussions of these problems proved beneficial to the entire group.

Finally, the Task Force continued to select materials for specific development, and there was continued effort to enlist parent support for the reading program. The participant distributed another flier containing a progress report, and this communication resulted in increased parent support.

November, 1974

Special emphasis was given in one of the regular November Task Force meetings to the materials being used. An exhibit of purchased and teacher-made materials was prepared. Other teachers were invited to attend, and the display resulted in increased utilization of materials.

Discussions in the weekly sessions were again centered on individual student problems, and successes and failures of using diagnostic techniques were examined.

Revisions in the existing program continued, and one weekly session was devoted entirely to the development of new activities for the components of the reading program.

December, 1974

In December, another supplementary diagnostic test was given to participating students. These tests were scored, and the test results were discussed by the Task Force. Their relation to diagnostic teaching was examined.

Continued revisions in the program were made as deemed necessary by the group, and individual student problems continued to be discussed for group benefit.

January, 1975

In January, another in-service program was planned by the participant. This was only a one day session, and the reading consultant whose services were obtained was requested mainly for the purpose of answering specific questions related to the Pecan Valley program and for assistance in solving specific problems.

The student cross-age tutoring plan was revised during January, and a new group of older students were selected to be used as tutors.

February, 1975

The weekly meetings of the Task Force continued, and revisions and expansions in the program were made.

Another diagnostic test was administered and scored. The results were examined for the benefit of the group.

Another display of materials was made in February. The exhibits tended to increase teacher enthusiasm and resulted in greater utilization of the available materials. It was the participant's observation that the teachers frequently forgot about materials available if they were not used regularly, and the displays brought about a more varied approach to teaching.

March, 1975

In March, individual records were examined at one of the regular weekly Task Force meetings. The teachers made certain that these records were up-to-date and discussed individual students in the program.

A special meeting was held with other interested teachers in the school district. The purpose of this meeting was to review with them the needs assessment phase which was being conducted as part of the expansion of the Right to Read program.

Also in March, the Task Force began a list of needed materials which could be budgeted in 1975-76.

April, 1975

During April, the weekly meetings continued as did recycling and program expansion and revision.

One of the major accomplishments in April was the administering and scoring of the post-test, the Gray-Votaw-Rogers Achievement Test. The Task Force examined the results, and they were startling. One of the major factors contributing to these results was the sustained efforts of the Task Force. Their continued meetings and extra time spent had proven worthwhile.

The participant began preparing the summary of test findings and began the process of writing this report in April. April was a rewarding month in terms of this project.

Finally, the participant began preparation of materials and resources necessary for the expansion of the Texas Right to Read plan in 1975-76.

May, 1975

The Task Force continued to meet the first three weeks in May. They completed their evaluation of the Right to Read program at this time. The final Right to Read documents were completed and sent to state authorities.

Tables I and II for this report were completed in May, and the participant was continuing to prepare the final draft of this report.

Progress was reviewed for the purpose of preliminary preparation of next year's program.

In May, individual records were completed, and the team of evaluators visited the school. Their visits had occurred at random throughout the year, and this visit was primarily for viewing the test findings.

June, 1975

The practicum document was completed by the participant and sent for review. In August of 1975, certain revisions were made as requested by the practicum reviewer, and the revised document was mailed for evaluation.

SUMMARY AND CONCLUSION

After the data was collected and analyzed, the author is pleased to report that reading achievement scores in the Pecan Valley Elementary School were raised substantially in the treated classrooms. The programs purchased and developed by the Task Force were utilized successfully, and there was an increased interest and effectiveness on the part of Task Force teachers.

While the diagnostic/prescriptive program here includes a wide variety of techniques and methods which worked in the given situation, it is not offered as a panacea for reading instruction problems. The methods used to arrive at the workable solutions, or components, of the program could be employed by any given school to arrive at a unique reading program for a particular situation, however.

In addition, the programs are not designed to take the place of existing programs which are already being used effectively, such as our basal reading program. As stated in the problem of this report, the entire project was designed to improve the existing reading program, and this has been accomplished.

FOLLOWING UP

Continuous refinement in diagnostic/prescription methods will be carried on in grades 1-3. The Task Force has unanimously agreed to continue regular meetings throughout 1975-76. Perhaps they will not meet as often, but continued growth is expected.

As stated previously, the Right to Read plan will be expanded to all other grades and classes at the Pecan Valley Elementary School. In addition, other schools in the East Central School District will initiate the needs assessment phase during the 1975-76 school year.

The completed program within this report will also serve as a model for other Right to Read schools in Texas.

ANALYSIS OF DATA IN APPENDIX

The complete Texas plan, The Right to Read, was included in the author's midi-practicum. Believing this plan to be available for the reviewer's reference, the author has included with this practicum report only parts of the complete Right to Read plan. The parts included were the focus points of this project study. Exclusion of some of the material will make this report considerably easier to handle as the Right to Read plan is quite lengthy. In the copies of this practicum to be provided to other schools for use as a model, the complete Right to Read plan will be included as Appendix I. Following the previous reasoning, only the most pertinent parts of the Right to Read plan will be included here as Appendix I.

Appendix II contains the reports of programs developed and prepared by the Task Force. These reports were the result of careful study of available materials and references. The teachers had to develop some programs of their own because of limited funds, but primarily their development was to meet the unique needs of Pecan Valley students. A complete bibliography is included at the end of this appendix to enable other schools to view the references and materials firsthand.

Appendix III contains copies of some of the tests used by the Task Force teachers as diagnostic tools. Some teacher-made tests and observations were not included.

Appendix IV contains some of the letters received concerning the project and letters accompanying the report as an evaluative tool. Also included here is the table reflecting the test scores used to evaluate the stated objectives of this study.

Appendix V contains the financial report for the Pecan Valley Right to Read actions and a list of purchased materials and programs.

Appendix VI contains the school information data.

APPENDIX I

RIGHT TO READ
PROGRAM PLANNING PROCEDURE

PURPOSE

The Program Planning Procedure is designed to help each local site to develop the most effective reading program.

FUNCTION OF PARTICIPANTS

Responsibiltiy for completing and using the Program Planning Procedure to develop the Right to Read Program belongs to the Unit Task Force (described in Right to Read Guidelines).

PROGRAM PROCEDURE

The Program Planning Procedure contains directions, charts and supplementary materials to help the planning group. There are 10 steps in the planning process. Each step, with its accompanying chart, is necessary and should be completed by the entire planning group. Because these procedures comprise ten steps, you should allocate at least two three-hour sessions for their completion.

All participants should come together and, taking the information from the needs assessment as a starting point, move through the ten steps. First spread out the Kit material, and then read through the following detailed instructions for each step, and proceed in this manner: all decisions should be made by individuals in turn where applicable. Each Task Force member should make a choice on his turn, either making a new decision or altering a previous decision. As an example, in Step 3 a member may select a new objective and assign it a priority number, or he may upgrade or downgrade the priority assigned an objective already on the chart. Note: each participant must justify any changes in a previous decision to the satisfaction of a majority of the Unit Task Force members. 3" x 5" DEFINITION CARDS provide definitions for technical terms used throughout the procedure.

The charts must be regarded as working tools; entries are to be made in pencil to accommodate expected changes. Desired changes in the reading program will depend on practical considerations of available resources. Resources, in terms of trained personnel, materials and equipment, must be provided that enable implementation of the reading program on a realistic basis. The end of the planning activity is signaled by completion of all entries on the charts with a majority vote of the Unit Task Force that no changes in prior decisions are necessary. Pertinent data may at this point be entered in the appropriate forms for evolving the Work Statement.

The following is a list of the 10 Steps in the Program Planning Procedure:

1. **Right to Read Center Data**
2. **Needs Assessment Summary**
3. **Objectives Array**
4. **Program Model Review**
5. **Diagnosis-Prescription-Evaluation**
6. **Instructional Approach**
7. **Teacher Assignments**
8. **Personnel**
9. **Staff Development**
10. **Materials and Services**

STEP-BY-STEP DETAILS

Place the first chart (which contains Steps 1-3) on a table with the NEEDS ASSESSMENT RECORDS, OBJECTIVE CARDS, and DEFINITION CARDS. Have the participants seat themselves about the table; you may wish to draw attention to the fact that a program's positive potential is increased when school and community people have fixed it firmly in mind that program objectives must reflect reading needs. Ask one person to make data entries to initiate the sequence of the following steps:

STEP 1. RIGHT TO READ CENTER DATA

(a) Enter the name of the local school or schools which will participate in the RIGHT TO READ (R_2R) activities. The school(s) will henceforth be known as an R_2R Center.

(b) Enter all grade levels which will be affected. You may wish to enter sections as well as grades (see example).

GRADE/SECTION PK K 1 2A 3B 4 5 6 EMR

(c) Indicate the number of students per grade level to receive special R_2R instruction. The goal of R_2R is to have all students participating in the program.

(d) Check (X) the appropriate block to indicate the school surroundings.

(e) Give the ethnic breakdown of your school's student population either in numbers or in percentage. (See example for a total population of 1,000.)

Ethnic Balance/ Percentage:

Black 350 (35%)
Asian ______
Native American ______
Puerto Rican 200 (20%)
Mexican-American ______
White 450 (45%)
Other ______

(f) Enter the number of families receiving A.F.D.C. support as a percentage of total families served by the school. (Title I data may be used here.)

STEP 2. NEEDS ASSESSMENT SUMMARY

Complete the NEEDS ASSESSMENT SUMMARY by examining the data assembled in the NEEDS ASSESSMENT PACKAGE. The NAP contains complete instructions and examples for making entries in each category under Student Performance, Reading Program, Resources and Decision Making. After filling in the Needs Assessment Summary Chart, examine the horizontal pattern revealed in each row and assign one of the following priority ratings:

PRIORITY 1 –	missing component or unacceptable condition that must be changed at the outset of the new program.
PRIORITY 2 –	weak component, needs strengthening during the coming year.
PRIORITY 3 –	adequate component or non-critical situation to be corrected over period greater than one year.

Decisions on ratings should be made with the approval of a majority of the Unit Task Force. See the example.

Program Component	Grade/Section				Ranked Priority (1, 2, or 3)
	4	5A	5B	6	
	Class Average Departure From Norms				
Reading Comprehension	-1.7	-2.1	-2.3	-2.8	1
Word Recognition	-0.2	-0.3	-0.3	-0.4	2

STEP 3. OBJECTIVES ARRAY

OBJECTIVE CARDS – to support Step 3, 3" x 3" cards provide a spectrum of goals and objectives from which participants can select items and rank them according to their program needs. Goal statements are provided on one side of each card; behavioral statements of representative objectives within that category are printed on the reverse. These are only suggestions. The Unit Task Force should establish objectives that are applicable to its own program.

For this step, all participants will work together, making decisions in turn. On his turn, a player may make a new choice (picking an objective) or may alter a previous decision. Each participant must justify any changes in a previous decision to the satisfaction of a majority of the participants. Examine the OBJECTIVE CARDS critically, based on priority rankings in the NEEDS ASSESSMENT SUMMARY. Each objective card (provided in the package or made by the Unit Task Force) should be placed into one of three categories: Critical, Important and Desirable. If reading comprehension is below grade level in the school (say one year below national norms) the following OBJECTIVE CARD should be placed in Category 1 as a critical objective:

Objective Card

Students Will Improve
Comprehension of Written
Materials

A. Recognize . . .
B. Improve . . . .
C. Improve . . . .

Appendix A to this Procedure provides supplementary information on two of the OBJECTIVE CARDS.

The completion of this step is a logical break point. After any such break, it may be wise to review the total ten step PROCEDURE to re-establish the context for program design. Remind participants of the need to take turns in decision-making in this phase. In addition to the chart, the five INFORMATION CAPSULES (IC's) and DEFINITION CARDS will be required.

STEP 4. PROGRAM MODEL REVIEW

Step 4 provides an opportunity to review the model programs and compare model program results with known local program results. The basis for this comparison is the set of model program information capsules. Local program information is obtained from any available local source.

In reviewing the IC's, pre-select those programs of most direct interest to you. Checkpoints are grade level, school setting, student population, and adaptability. Indicate those program components (i.e., instructional approach, student motivation) that are most suitable to your needs by checking (✓) the appropriate spaces provided on the chart. The result of this step should provide the Unit Task Force with a quick overview of the most successful programs and perhaps provide components that address the needs of the particular R_2R program. At the end of this step, a tentative selection of a program concept should be made and the next steps are aimed at further specification of the design elements.

STEP 5. DIAGNOSIS–PRESCRIPTION–EVALUATION

Complete Step 5 by transposing the objectives in each category (Critical, Important, Desirable) from Step 3. Under the Diagnosis Column, indicate by name and source diagnostic tests and their subtests that are available and in current usage. Indicate by an X those tests that must be developed and state who is responsible for developing them.

Under the Prescription Column, indicate by name those materials that are available which are specifically designed to accomplish the indicated learning objectives. In the case where no known materials exist, indicate by an X that those materials must be acquired or developed and state who is responsible for acquiring or developing them.

List the name of the third party evaluator selected to evaluate the program. Under the Evaluation Column indicate the name of the instrument, and note the coverage provided for the specific objectives selected by naming the subtest that applies. If new instruments are to be designed or located, indicate the name of the person responsible for locating or designing them.

Estimate the pre- and post-test dates that could be met. (See example.)

	Diagnosis		Prescription		Evaluation		Testing Schedule	
Learning Objectives	Test Available	Test Must Be Developed/ Responsibility	Materials Available	Materials Must Be Acquired or Developed/ Responsibility	Test Available	Test Must Be Developed/ Responsibility	Pre	Post
Improve Comprehension of Written Materials	Comprehensive Test of Basic Skills/Reading Vocabulary		*Read, Study, Think series*		Comprehensive Test of Basic Skills/Reading Vocabulary		Oct. 1	May 1
Demonstrate Increased Socialization		X/Smith Corp.		X/Smith Corp.		X/School Psychologist	Nov. 1	May 1

STEP 6. INSTRUCTIONAL APPROACH

For Step 6, instructional approaches selected by the UTF should directly support objectives and be weighted in favor of top priorities. Several selections may be made in each of the major headings of Basic Approach, Techniques, and Teacher/Student Organization. For each approach/method (row heading) you decide what is best for your grade/section (to be entered at the head of the column). Enter the codes as in the example below. First enter student grouping codes: large group (LG), small group (SG), and individualized instruction (I/I). The next step provides the opportunity for the evaluation of staff competencies, as well as an indication of available methods. Indicate by a "Q" those methods presently available which the staff is qualified to present. Indicate by a "U" those methods in which the staff is presently unqualified to present. Some Grade/Sections may have more than one teacher and this is indicated by adding a number to the code. In each case where a "U" is indicated, estimate the amount of inservice time required per teacher to bring the staff to competency. (See example.)

Grade/Section Method	4	5A	5B	6
Meaning Emphasis	?SG/Q		SG/Q	LG/Q
Code Emphasis				
Linguistics		SG/U 2 Day Workshop	SG/Q	LG/U 2 Day Workshop

Note that additional blank lines are left for the inclusion of methods not printed on the chart, but which may be applicable to the program under consideration. Also note that although individualized Reading is given as a Basic Approach subcategory, the diagnostic-prescriptive procedure specified in Step 5 should guarantee that each student will have a program tailored to his needs, and that his prescription will include a variety of materials/methods received in different group sizes.

STEP 7. TEACHER ASSIGNMENTS AND PROGRAM ORGANIZATION

Step 7 permits the participants to allocate time and personnel resources to the accomplishment of the program objectives again by Grade/Section. First, consolidate the decisions made in Step 6 to arrive at the specific instructional activities planned for the program. Under Instructional Week, list those activities and the time period allocated to each.

Grade/Section	INSTRUCTIONAL WEEK	PERSONNEL ASSIGNMENTS			STUDENT/TEACHER RATIOS	
	List Activities and Estimated Time per Week	Single Teacher Multi-Subjects	Reading Specialist	Aides	Regular Classroom	Special . . .
4	Phonics 2 hrs., Basal	1		1	12/1	
	Textbook 2 hrs., Programmed reading 4 hrs.					
	Games 2 hrs.					

Under Personnel Assignments indicate the number of teachers of reading, aides or other personnel who will be assigned to support these activities. Indicate student-teacher ratios and type of facility in the far right-hand column. Show the average amount of teacher training by personnel category at the bottom.

STEP 8. PERSONNEL

A major strategy of RIGHT TO READ is to redirect existing resources to support the reading program. The first consideration is the *number* and *type* of personnel skills required to get the job done. Only after the numbers have been filled in to the left of the job titles should there be discussion of extra costs.

In this step, *list only the costs which are specifically assignable to the R$_2$R program.* Actual data should be utilized for pay rates for each of the categories indicated. In assigning personnel resources the Objectives Array (Step 3), the Instructional Approach (Step 6) and the Teacher Assignments (Step 7) must be kept in line. (See example.)

__1__ PROJECT COORDINATOR ____ @ ________ / /

__3__ READING SPECIALISTS __1__ @ __$13,000__ / $13,000 /

In calculating fixed costs, use the dollar total of additional personnel only and multiply it by your district's standard fixed percentage.

__$25,000__ TOTAL CERTIFICATED SALARY __x 20%__ / $5,000 /

__10,000__ TOTAL CLASSIFIED SALARY __x 10%__ / $1,000 /

STEP 9. STAFF DEVELOPMENT

The amount and type of staff development required is based primarily on the Instructional Approach to be used (Step 6). In each case compare the personnel categories with the "Q's" and "U's" in 6 and the personnel assigned in Steps 7 and 8. In those cases where additional inservice is indicated (the U's), estimate the number of hours per year and the cost per hour in each category. Indicate the total cost factors in the right-hand column. Some adjustments may be required in Steps 6, 7, or 8 as a result of the completion of Step 9. DEFINITION CARDS may be helpful in familiarizing all UTF members with the differences in various types of inservice training. (See example.)

For Each Personnel Category No./Hours/Year Cost per Hour—Bring Totals To Right				
Personnel		School-Directed		
Category	Number	In-Class Instruction	In-Lab/Clinic Instruction	Periodic Workshop
Teachers of Reading	3		4 hrs/wk w/ Reading Supervisor in Clinic No charge to Project	4 hrs/mo study of new materials for prescription 4x$5x8 mos. = $160 @ 3 Teachers = $480

Other-Directed			Materials/Services		
Publisher Supplied	Consultant In School	College/ University Classes	Professional Organization	Professional Library Subscription	Total Cost
Phonics Multi-media kit One Day Workshop No Charge to Project	Dr. Smith (Professor Linguistics State College) 10 days @ $100 = $1,000		IRA Regional Meeting 3 days @ $100 per person $900 for 3 Teachers	Subscriptions to K-Eight and Instructional Technology $25	$2,405.

STEP 10. MATERIALS AND SERVICES

The materials list for a reading program is usually quite lengthy (see Sampler from IC's) so Step 10 may require entries which refer to such a materials list. In this Step, write in specific book titles (or references to a list) under the generic headings given. For each material item, estimate the number required for the total program in the boxes indicated. If the materials are currently available, indicate in the next column the source of the materials within the participating schools. If they are not available within the participating schools but are known to be available from the district or outside sources, indicate the source in the appropriate column. If the materials are required but are not available within the school, the district or other sources, indicate the cost of acquiring sufficient materials or services from commercial sources in the right-hand column. (See example.)

Item	No. Required	Presently Located In	No. Available	Cost To R_2R If Purchased
Multi-Media Kits				
EDGE (Early Development & Growth Experiences)	/2/	Jefferson School	/1/	/$250/
Peabody Language	/2/	Lincoln School	/2/	

Adjustments to Steps 3, 4, 8 and 9 may result from the completion of Step 10. Descriptions of all the categories and materials and services listed from Step 10 are available on 3" x 5" DEFINITION CARDS in order that all concerned have the same understanding of materials and services listed.

With the completion of Step 10, the PROGRAM PLANNING PROCEDURE will have assisted the Unit Task Force in organizing all the significant elements of an improved reading program. With the transfer of this information to RIGHT TO READ report forms and to STATUS and REPORTING CENTER charts (particularly the PROGRAM PLAN chart), the implementation phase will actually begin.

APPENDIX II

DEFINITION OF TERMS

ADAPTABILITY

Those factors that are important in determining the probably effectiveness of a program when it is duplicated in another school. Important considerations are the organization within the school, the availability of qualified personnel and/or training programs for personnel, startup costs associated with initial purchase of equipment, modification of facilities, or purchase of materials. Any unique component in the original program, such as a particularly brilliant or innovative teacher, a particular geographic factor or a series of locally developed materials in non-reproducible form, may reduce the adaptability (or replicability) of the program.

BASAL READERS

The materials in a basal series are carefully systematized, utilizing a series of books, workbooks, tests, and reading aids for each grade or reading level. These are carefully regulated methods. Vocabulary is controlled, and lesson plans and suggestions for supplemental activities are explained in the teacher's manual. Different basal series may stress different approaches to teaching reading. Some feature a "sight" or whole word approach to reading, others feature an intensive phonics program. Still others use the balanced or gradual phonics approach, while a fourth type emphasizes sound-symbol relationships in a linguistics approach.

CODE EMPHASIS

Code emphasis has two sub-categories: synthetic (phonics) and analytic (whole word). Phonics and the whole word approach differ only in the sequence in which letter sounds and blends are introduced. In the phonics approach the child learns the individual letter sounds first and then combines them into words. In the whole word approach, words are introduced first and the child develops a sight vocabulary before letter sounds and blends are introduced.

CONTRACTS

A written agreement between teacher and student in which the student agrees to reach a certain level of reading skill for which the teacher promises to award a particular grade. The contract is written to cover very small tasks that can be accomplished in short time periods; this is to ensure that the student experiences success in a short period of time and receives the teacher's reactions to his attempts as he completes each task.

CROSS-AGE TEACHING

This technique uses older students to instruct younger students (2nd and 6th graders are often matched). Older students tutor the younger students in reading, teach and supervise the playing of instructional games, and otherwise assist the teacher for about one period a day. Research indicates this technique benefits both the older and younger students. This arrangement requires careful planning and scheduling to be effective.

DEMONSTRATION-PERFORMANCE

The demonstration-performance technique is used to impart skills through interaction between the teacher and one or more students. The teacher first demonstrates the activity or skill to be learned (such as the pronunciation of a letter) while the student (s) observe. The student then performs the activity while the teacher corrects or assists. Through a series of such interactions, the student acquires the skill which the teacher has demonstrated.

DISCUSSION GROUP

The discussion group is a modification of the lecture technique. Instead of imparting information directly to the students, the teacher "guides" the students by skillful use of questions to explore a subject and discover answers for themselves. Skillful use of this technique requires special training, but no special equipment or materials.

ECLECTIC APPROACH

The eclectic approach combines different materials for teaching reading according to the teacher's perception of student needs. Whatever combination of materials is selected, the total approach is usually highly dependent on the use of basal readers. Workbooks and other supplementary materials accompany the basals. The eclectic method is the one most often recommended by teacher training institutions.

GAMING-SIMULATION

Gaming-simulation is a new technique which permits students to simulate the "read world" in the classroom. Students must acquire skills or gather information in order to play the game, and thereby learn both to collect and use information. For example, a class may have to learn mathematics and geography skills in order to "play" surveyor of the school neighborhood. This technique is a powerful motivational device.

INDIVIDUALIZED INSTRUCTION

Individualized instruction may be one of two possible classroom approaches to reading instruction: (1) Individual reading of a variety of reading materials is the core of the method; each child selects a book that he wishes to read and gets help only when he needs it. The teacher works with each child at regular intervals to check progress and give assistance. (2) A structured situation in which, although children work individually, they are given specific programmed materials to meet their needs. After mastering a skill, they are given additional practice or placed in higher level material.

INTENSIVE INVOLVEMENT

Intensive involvement is a technique originally developed for foreign language instruction and which has since been broadened to include a wide variety of subject matter. The technique involves an extended field trip approach in which students are taken away from the school environment for as many as four or five days and given intensive instructional experiences for as long as 12 hours each day in the subject matter selected. This technique is highly motivational.

INTERACTIVE MEDIATED MATERIALS

Interactive mediated materials are a new application of techniques of programmed instruction and motion picture, sounds filmstrips, or instructional television. After a certain amount of instruction has been provided, the student is required to respond in writing on a worksheet. The media then confirms the correct response and proceeds with the instruction. Appropriate hardware (television, motion picture, or filmstrip projector) is required.

LANGUAGE EXPERIENCE

A reading instructional approach which calls for the teacher(s) to build classroom activities upon the real language needs and language experiences of the students. According to supporters, "children learn to read as they learned to talk, from a desire to find out or tell something." For example, after children have gone on a field trip, they discuss their experiences. Their comments are then written up in booklets or on large sheets of paper on the classroom walls. These statements then become the "texts" for class reading instruction.

LECTURE

The lecture technique is one of the oldest methods of imparting information to others. In this technique, the teacher imparts information directly to students, usually in a total class situation. No special equipment or materials are required.

LINGUISTIC APPROACH

An approach to reading instruction based on the following linguistic principles: 1) children should start reading instruction by learning letter names, not sounds; 2) beginning readers should be taught words which are phonetically consistent (for example, three letter words such as cat, mat, man, fan, rag); 3) children should at first be taught words with little variation (such as the words listed in #2 above); 4) phonics rules should be avoided; and 5) words should always be used in sentences.

MACHINE-BASED INSTRUCTION

Any type of instruction dependent upon a machine which operates in an automatic or semi-automatic manner. The machines may include any machine operating on single card inputs; rear screen projection units with filmstrip, record, or cassette; or computer assisted instruction which requires computer terminals in the classroom backed by memory and processing systems. Applications range from simple drill and practice to direct individualized instruction.

MEANING EMPHASIS

Meaning emphasis is an approach to reading instruction used most often in the basal reading series. The principles upon which this approach is based include: 1) the process of reading should be defined broadly to include as major goals, from the start, not only word recognition but also comprehension and interpretation, appreciation, and application of what is read to the study of personal and social problems; and 2) the child should start with meaningful reading of whole words, sentences, and stories as closely geared to his own experiences and interests as possible. Silent reading should be stressed from the start.

MODIFIED ALPHABET

The modified alphabet approach is based on a "new" alphabet to be used by children when learning to read. The alphabet contains all of the conventional letters but Q and X, and additional characters are devised to make up the forty-four different sounds in English. These new characters resemble the traditional alphabet visually and each character stands for only one speech sound. Once children have learned to read with this modified alphabet, they switch to the traditional alphabet for all reading. The modified alphabet is not a reading method, but an aid to teachers no matter what other emphasis (code, meaning, etc.) they use in teaching reading.

OTHER-DIRECTED STAFF DEVELOPMENT

The instructional personnel for this staff development program are supplied by outside agencies or organizations. Publisher supplied consultants conduct, at no cost, workshops for districts which have purchased materials or systems for reading instruction. Outside consultants are hired by the school to perform either clinic or workshop instruction (see also School-Directed Staff Development). College courses may be traditional on-campus classes or may include extension services which give credit to school projects or home study and thus reduce the requirements for campus attendance.

PROGRAMMED INSTRUCTION

Programmed instruction is based on individualized materials which are in soft cover form (that is, they can be books, workbooks, or mimeographed sheets). The material to be learned is presented in small steps. Some programmed materials use a linear technique, where material is arranged in a simple ordered sequence, with the student working from the first through the last item. Another method (called branching) allows the student to follow his own route through the material. At given points in the sequence, if he gets the correct answer he may skip a frame or, if he misses an item, he may be rerouted through a series of review frames.

READING TEACHER

A teacher with a specialized background in reading who is responsible for instruction only in reading or language arts. This teacher may handle several different groups of students, instructing each group for one period at a time. Class size may still be large, and teacher aides may not be available, but no additional subject matter responsibility is assigned to this specialized person.

RESPONSIVE ENVIRONMENT

The responsive environment approach may be 1) a type of classroom organization where the teacher provides a variety of suitable experiences and materials in a relatively unstructured setting and the child has the freedom to select what he wishes to do; or 2) a teacher-less computer-based reading environment in which the response is controlled by hardware. The basic concepts involved are self-pacing and self-seeking behavior in the students.

SCHOOL-DIRECTED STAFF DEVELOPMENT

Internally-directed staff development is operated by school or district personnel who may be project leaders, reading specialists, or central office consultant. In-class instruction is on-the-job, with the instructor critiquing the trainees' classroom performance in his usual environment.

In-lab/clinic instruction is also on-the-job, but trainees (and students) work in small groups or on an individual basis with the instructor. Video taping is used to focus upon single teacher-trainee behaviors, where possible, and this technique is called micro teaching. Workshops bring teachers together for teaching demonstrations and discussions.

SINGLE TEACHER-MULTI SUBJECTS

The teacher of multiple subjects is responsible for a self-contained classroom and provides instruction in all or most of the subjects. The teacher, alternatively, may be responsible for reading, mathematics, and social studies, while other teachers handle art, physical education, etc. The single teacher may or may not have an extensive background in reading, but will be responsible for reading along with other subjects.

STAFF DEVELOPMENT--MATERIALS/SERVICES

Professional publications dealing with research on reading instruction, methods for teaching reading, and general educational media and methods can be the basis for regular scheduled discussion sessions of new approaches to reading and to education in general. USOE's ERIC System can be used as a complete resource library.

STARTUP COSTS

The one-time costs for purchase of capital equipment such as classroom furniture, video tape systems, computer terminals, purchase of portable buildings, installing carpeting or new ceilings, or purchase of complete sets of new instructional materials. If complete retraining of staff is necessary to adopt a new instructional method, this should be included as a startup cost.

TEAM TEACHING

This technique uses a number of adults for instruction instead of one teacher in a self-contained classroom. Also known as "Differentiated Staffing," team teaching may include:

Master Teacher -- Mainly responsible for planning and leadership, does some teaching.
Teachers -- Mainly responsible for teaching, participate in planning.
Aides -- Assist teachers in classroom, prepare materials, participate in planning.
Volunteers -- Assist school staff, participate in planning.

TUTOR-AIDE

A tutor-aide is a paraprofessional staff member who assists the reading teacher by providing one-to-one tutoring or by assisting with evaluation materials and other classroom duties. A tutor-aide has had some inservice training in reading instructional techniques.

TUTOR-SPECIALIST

An instructor who works on a one-to-one basis with a single student or with a small group--normally not exceeding five. A tutor-specialist typically has completed three courses in reading, is thoroughly familiar with the diagnostic-prescriptive approach, and has background knowledge on each student he tutors.

USE OF SUPPLEMENTARY MATERIALS

The teacher relies heavily on high interest or special population materials to stimulate the interest of the students in reading and gaining reading skills. Materials used range from trade books, a variety of high-interest library books, newspapers and magazines, audio-visual materials, and materials written for or about particular ethnic or racial groups.

THE RIGHT TO READ

U.S. OFFICE OF EDUCATION, WASHINGTON D.C.

PROGRAM PLANNING
PROCEDURE

Reprinted by:
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Curriculum Development
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① RIGHT TO READ CENTER DATA

(A) NAME OF SCHOOL ______________________________

(B) GRADE LEVELS ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

(C) ENROLLMENT BY GRADE ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

(D) INNER CITY ☐ SUBURBAN ☐ RURAL ☐

(E) ETHNIC BALANCE/PERCENTAGE:

BLACK __________ ORIENTAL __________
INDIAN __________ PUERTO RICAN __________
MEXICAN __________ WHITE __________
OTHER __________

② NEEDS ASSESSMENT SUMMARY

PROGRAM COMPONENT	GRADE LEVEL								RANKED PRIORITY (1, 2 OR 3)
STUDENT PERFORMANCE	CLASS AVERAGE DEPARTURE FROM SELECTED NORMS								
READING COMPREHENSION									
WORD RECOGNITION									
VERBAL EXPRESSION (WRITTEN ORAL)									
INTEREST/ATTITUDE									
MATHEMATICS									
READING PROGRAM	SEE NEEDS ASSESSMENT PACKAGE (NAP) FOR INTERPRETATION OF CODES								
PROGRAM LOCATION IN SCHOOL									
TEACHER/STUDENT ORGANIZATION									
TIME SPENT IN PROGRAM									
PER CENT STUDENTS SERVED									
BASIC APPROACH									
INSTRUCTIONAL TECHNIQUES									
STUDENT GROUPING									
EVALUATION									
EXISTING PROGRAM STARTED									
RESOURCES	SEE NAP FOR TEACHER SKILLS CODES								
AVAILABILITY & SKILLS OF READING TEACHERS									
AVAILABILITY & SKILLS OF ADDITIONAL PERSONNEL									
NON-CLASSROOM PERSONNEL AVAILABLE FOR READING SUPPORT	NO. AVAILABLE X % TIME AVAILABLE = EQUIVALENT NUMBER								
SCHOOL LIBRARY ACTIVITY	– = INADEQUATE RESOURCES + = ACCEPTABLE IN PRESENT PROGRAM								
STAFF READING SPECIALISTS	NUMBER AVAILABLE TO SCHOOL ________ TIME AVAILABLE TO SCHOOL ________								
OUTSIDE CONSULTANTS	MAN HOURS/WEEK AVAILABLE TO SCHOOL ________ SPECIAL SKILLS ________								
OTHER NON-SCHOOL RESOURCES	MAN HOURS/WEEK AVAILABLE TO SCHOOL ________ SPECIAL SKILLS ________								
DOLLAR RESOURCES	$ AVAILABLE FOR READING / TOTAL $ AVAILABLE } ________								
DECISION MAKING	0 = DECISION MADE BY INAPPROPRIATE PERSON X = DECISION MADE BY APPROPRIATE PERSON								

3 OBJECTIVES ARRAY

CATEGORY 1 CRITICAL	CATEGORY 2 IMPORTANT	CATEGORY 3 DESIRABLE

4 PROGRAM MODEL ANALYSIS

ENTER A PLUS (+) IF THE MODEL IS STRONG IN A COMPONENT; A ZERO (0) IF THE COMPONENT IS WEAK OR MISSING

PROGRAM COMPONENT / MODEL PROGRAM	GRADE LEVEL MATCH	DEMOGRAPHIC MATCH	COMPATIBLE OBJECTIVES	CLASS ORGANIZATION AND SCHEDULE	DIAGNOSTIC – PRESCRIPTIVE METHODS	INSTRUCTIONAL APPROACH	STUDENT MOTIVATION	PARENT/COMMUNITY INVOLVEMENT	PERSONNEL REQUIREMENTS	STAFF DEVELOPMENT	ADAPTABILITY	MATERIALS	INSTRUCTIONAL EQUIPMENT	FACILITIES	EVALUATION	START-UP COST	PER PUPIL OPERATING COST		
HIGHER HORIZONS 100																			
JUAN MOREL CAMPOS BILINGUAL CENTER																			
PROJECT CONQUEST																			
PROJECT R-3																			
EL PASO REMEDIAL READING LABORATORIES																			
LOCAL PROGRAM																			
LOCAL PROGRAM																			
LOCAL PROGRAM																			
OTHER PROGRAM																			

5

DIAGNOSTIC-PRESCRIPTIVE APPROACH

THIS STEP BEGINS THE DESIGN OF THE NEW RIGHT TO READ PROGRAM

	LEARNING OBJECTIVES	DIAGNOSIS		PRESCRIPTION	
		TEST AVAILABLE	TEST MUST BE DEVELOPED	MATERIALS AVAILABLE	MATERIALS MUST BE ACQUIRED/DEVELOPED
CATEGORY 1 **Critical**					
CATEGORY 2 **Important**					
CATEGORY 3 **Desireable**					

⑥ INSTRUCTIONAL APPROACH

FOR EACH GRADE LEVEL ENTER THE FOLLOWING CODE:

LG - LARGE GROUP SG - SMALL GROUP I/I - INDIVIDUAL INSTRUCTION

Q-MEANS STAFF QUALIFIED TO WORK WITH MODE/METHOD - NO INSERVICE REQUIRED

U-MEANS STAFF IS UNQUALIFIED TO WORK WITH MODE/METHOD - INSERVICE REQUIRED

DESIGN ELEMENT	GRADE LEVEL METHOD								
BASIC APPROACH	MEANING EMPHASIS								
	CODE EMPHASIS								
	LINGUISTICS								
	MODIFIED ALPHABET								
	RESPONSIVE ENVIRONMENT								
	PROGRAMMED LEARNING								
	INDIVIDUALIZED READING								
	LANGUAGE EXPERIENCE								
	ECLECTIC								
TECHNIQUES	MACHINE-BASED INSTRUCTION								
	OTHER PROGRAMMED INSTRUCTION								
	GAMING/SIMULATION								
	INSTRUCTIONAL TELEVISION								
	INTERACTIVE MEDIA								
	INTENSIVE INVOLVEMENT (FIELD TRIP)								
	DISCUSSION GROUPS								
	DEMONSTRATION AND PERFORMANCE								
	LECTURE								
	CONTRACTS								
	USE OF SUPPLEMENTARY MATERIALS								
TEACHER/STUDENT ORGANIZATION	SINGLE TEACHER – MULTI SUBJECTS								
	READING TEACHER								
	TEAM TEACHING								
	CROSS-AGE TEACHING								
	TUTOR – SPECIALIST								
	TUTOR – AIDE								

7 TEACHER ASSIGNMENTS

AND PROGRAM ORGANIZATION

GRADE LEVEL	INSTRUCTIONAL DAY LIST ACTIVITIES & ESTIMATED TIME PER DAY	PERSONNEL REQUIRED						STUDENT/TEACHER RATIOS	
		READING TEACHERS	OTHER TEACHERS	AIDES				REGULAR CLASSROOM	SPECIAL CLASSROOM, LABORATORY AND CLINIC
	STAFF DEVELOPMENT OR SPECIAL PREPARATION ____ MINUTES PER DAY								

8 EVALUATION

EVALUATOR ______________________

LEARNING OBJECTIVES		INSTRUMENT AVAILABLE		INSTRUMENT TO BE LOCATED/ DEVELOPED	TESTING SCHEDULE	
		NAME	SUBTEST	RESPONSIBILITY	PRE	POST
CATEGORY 1 Critical						
CATEGORY 2 Important						
CATEGORY 3 Desirable						

⑨ PERSONNEL

______ PROJECT COORDINATOR ____@____ ☐

______ READING SPECIALISTS ____@____ ☐

______ READING TEACHERS ____@____ ☐

______ SUBJECT MATTER TEACHERS ____@____ ☐

______ TEACHER AIDES ____@____ ☐

______ LIBRARIANS ____@____ ☐

OTHER PERSONNEL

______ ______________________@____ ☐

______ ______________________@____ ☐

______ READING DIAGNOSTICIANS ____@____ ☐

______ PSYCHOLOGISTS ____@____ ☐

______ GUIDANCE COUNSELORS ____@____ ☐

______ CLERK-TYPISTS ____@____ ☐

______ READING CONSULTANTS ____@____ ☐

FIXED COSTS

______ TOTAL CERTIFICATED SALARY X ____ % ☐

______ TOTAL CLASSIFIED SALARY X ____ % ☐

______ ______________________ X ____ % ☐

(10) STAFF DEVELOPMENT

PERSONNEL		FOR EACH PERSONNEL CATEGORY ENTER NO. HOURS YEAR AND COST PER HOUR - BRING TOTALS TO RIGHT												
		SCHOOL - DIRECTED					OTHER - DIRECTED				MATERIALS/SERVICES			TOTAL COST
CATEGORY	NUMBER	IN-CLASS INSTRUCT.	IN-LAB CLINIC INSTRUCT.	PERIODIC WORKSHOP			PUBLISHER SUPPLIED	CONSUL-TANT IN SCHOOL	COLLEGE-UNIV. CLASSES		PROF. ORG.	PROFESS-IONAL LIBRARY		
READING TEACHERS														
SINGLE TEACHERS MULTI-SUBJECTS														
SUBJECT MATTER TEACHERS														
TEACHER AIDES														
OTHER SCHOOL PERSONNEL														
NON-SCHOOL PERSONNEL														

11 MATERIALS & SERVICES

ITEM	NUMBER REQUIRED	PRESENTLY LOCATED IN ______ SCHOOL	NO. AVAIL.	AVAILABLE FROM DISTRICT, OTHER SOURCE	NO AVAIL.	COST IF PURCHASED
TEXTS						
	☐		☐		☐	☐
	☐		☐		☐	☐
	☐		☐		☐	☐
WORKBOOKS/PROGRAMMED TEXTS/WORKSHEETS						
	☐		☐		☐	☐
	☐		☐		☐	☐
MULTI-MEDIA KITS						
	☐		☐		☐	☐
	☐		☐		☐	☐
SUPPLEMENTARY (MAGAZINES, TRADE BOOKS, ETC.)						
	☐		☐		☐	☐
GAMES/SIMULATIONS						
	☐		☐		☐	☐
TEACHER-PREPARED MATERIALS						
	☐		☐		☐	☐
STUDENT-PREPARED MATERIALS						
	☐		☐		☐	☐
BILINGUAL/ESL MATERIALS						
	☐		☐		☐	☐
LIBRARY MATERIALS						
	☐		☐		☐	☐
	☐		☐		☐	☐
FILMS/FILMSTRIPS						
	☐		☐		☐	☐
	☐		☐		☐	☐
ACHINES (INSTRUCTIONAL)						
MOVIE PROJECTOR	☐		☐		☐	☐
FILMSTRIP PROJECTOR	☐		☐		☐	☐
TAPE RECORDER/PLAYER	☐		☐		☐	☐
COMPUTER TERMINAL	☐		☐		☐	☐
	☐		☐		☐	☐
	☐		☐		☐	☐
	☐		☐		☐	☐
PARENT/COMMUNITY EXPENSES						
	☐		☐		☐	☐
FIELD TRIPS						
TRANSPORTATION	☐		☐		☐	☐
FOOD	☐		☐		☐	☐
LODGING	☐		☐		☐	☐
TICKETS, OTHER	☐		☐		☐	☐
OTHER MATERIALS AND SUPPLIES						
	☐		☐		☐	☐
	☐		☐		☐	☐
	☐		☐		☐	☐
	☐		☐		☐	☐
	☐		☐		☐	☐
	☐		☐		☐	☐
FACILITIES/IMPROVEMENTS						
CLASSROOMS	☐		☐		☐	☐
LAB/CLINIC ROOMS	☐		☐		☐	☐
FFICES	☐		☐		☐	☐
LASSROOM FURNITURE	☐		☐		☐	☐
OFFICE FURNITURE	☐		☐		☐	☐
	☐		☐		☐	☐
OTHER						
	☐		☐		☐	☐
	☐		☐		☐	☐

RIGHT-TO-READ
STATUS AND REPORTING CENTER PROCEDURE

Right to Read Program
U. S. Office of Education
Washington, D.C.

Reprinted by Texas Education Agency

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RIGHT TO READ
PROCESS OVERVIEW

The National RIGHT TO READ strategy is based on obtaining school commitment to change and providing real support to bring about improved reading programs. As each school achieves its objectives, the emphasis will be directed to dissemination, so surrounding schools may duplicate the success. The sequence of steps outlined below summarizes the process through which effective change can be realized. The tools provided by RIGHT TO READ to assist in carrying out each block of activities are named.

NEEDS ASSESSMENT PACKAGE	1.	Summarize student performance.
	2.	Summarize the current reading program.
	3.	Describe reading methods used.
	4.	Analyze teacher performance.
	5.	Inventory available school and non-school resources.
PROGRAM PLANNING PROCEDURE	6.	Directly involve parents and staff in determining priorities, reading needs and objectives.
	7.	Select a basic approach that will lead to attainment of objectives.
	8.	Review and select alternative methods, materials, and program organizations.
	9.	Redirect existing resources to support the new program.
INFORMATION CAPSULES	10.	Involve parents and staff in reviewing national model programs.
	11.	Identify promising new practices that can be applied.
STATUS AND REPORTING CENTER	12.	Involve the community in planning activities.
	13.	Manage and control program activities.
	14.	Communicate with Washington, D.C., and with surrounding schools.

The procedures that follow will provide guidance in following through one part of the total process. The RIGHT TO READ Program appreciates your cooperation; if there are questions that we may answer, please contact us at any time.

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RIGHT TO READ
STATUS AND REPORTING CENTER PROCEDURE

1. RIGHT TO READ REQUIREMENT

Each participating center will provide an information control and communications component for its program. This will enable the school to continue strong planning activities even during program implementation, to exercise clear management control, and to maintain regular communications with local and state agencies as well as with the national RIGHT TO READ Office. Following the steps covered by needs assessment, program planning, and model program selection or adaptation, the school will begin implementation; at this point a need arises for the orderly accomplishment of:

- PLANNING
- MANAGING
- COMMUNICATING

2. STATUS AND REPORTING CENTER: FUNCTIONS AND PARTICIPANTS

Once you have made use of the NEEDS ASSESSMENT PACKAGE, the PROGRAM PLANNING KIT, and the INFORMATION CAPSULES (or IC's), you will want to bring together all the resultant data in a manageable and easily communicated form. The Unit Task Force should be involved in transferring data from all sources (such as planning charts, printed documents and the like) to highly visible formats. This STATUS AND REPORTING CENTER (S&RC) Kit provides a format for organizing your information and responsibily implementing your program with regard to management and monitoring functions.

After establishing your own guidelines for what specific information should be posted (assisted in this decision by the S&RC Kit data display formats), a sub-committee for the Unit Task Force or a single member may fill out the data on each chart and may continue to update this as required for local communication needs and for continued dissemination and communications as specified by the RIGHT TO READ Program Office.

3. STATUS AND REPORTING CENTER KIT: CONTENTS

The S&RC requires a single room, part time or full time, perhaps twelve by twenty feet. This room may continue to function normally for its regular school purposes; however, on its walls will be displayed the charts making up the STATUS AND REPORTING CENTER associated with the local RIGHT TO READ Program. The room, in essence, is essential to the whole S&RC concept.

The charts that are wall-mounted in the S&RC may evolve directly or indirectly from the seven 22" x 34" charts contained in this Kit. However you arrive at the contents of your individual display charts, you may spend up to three weeks in the completion of all necessary displays.

This section of the *Procedures Manual* for establishing a S&RC provides you with summary data for each of the enclosed seven chart formats; you will find also a brief notation specifying the principal function of each chart, i.e., planning, managing, or communicating.

a) NEEDS ASSESSMENT SUMMARY CHART – This presents you a format in which to enter an abbreviated version of your needs data regarding the key areas of student performance, reading program orientation, and resource identification.

Function of this chart: PLANNING

b) PROGRAM OBJECTIVES CHART – This chart is to be completed with data on student performance goals, objectives, and behaviors. While some of these may be derived from the forms in the IC that you have used in program selection, your Unit Task Force will need to reflect in this chart the prioritized goals and objectives that emerged during the planning phase of your program.

Function of this chart: PLANNING

c) COMMITMENT TO CHANGE CHART – This chart, when completed by you, clearly portrays the changes which will take place in the school program as a result of the RIGHT TO READ influence. For each of the components of the reading program, the highest priority needs are related directly to the program objectives. If you select one of the five national program models, you may display the eight-page *Overview* next to this chart in the S&RC.

Function of this chart: MANAGING & COMMUNICATING

d) PROGRAM DESIGN CHART – Your RIGHT TO READ Program you have selected or evolved is to be presented on this chart in terms of your key decisions.

Function of this chart: COMMUNICATING

e) EVALUATION PLAN CHART – This chart provides you with a display format for each of your behavioral objectives in conjunction with the test instrument you have selected, the number of students in the program, third-party evaluator, testing schedule, and test results plus other objective data on achievement.

Function of this chart: PLANNING & MANAGING

f) **RIGHT TO READ PROGRAM PLAN CHART** – This chart enables you to bring together the SEQUENCE of necessary program tasks, the SCHEDULE for their accomplishment, and the assignment of personnel SKILLS responsible for completing the tasks. It also contains a statement of Program commitment. The format of this particular chart is identical to that of the chart in the Office of the National RIGHT TO READ Program; local school data will be entered in the central chart in USOE to facilitate progress reporting. In addition, this standardization of data formatting will enable schools to more readily prepare progress and final reports to the RIGHT TO READ Office.

Function of the chart: MANAGING

g) **RESOURCES CHART** – Here you may represent by name and a two-line biography and photograph all the program personnel. This chart organizes, in addition, data pertaining to materials, equipment, facilities, and estimated per pupil program operating cost.

Function of the chart: COMMUNICATING

4. STATUS AND REPORTING CENTER KIT: PROCEDURES

The sequence of completing the seven basic S&RC Kit chart formats may require two or three weeks, depending upon how concentrated an effort you devote to the task. Three of the charts require a simple transfer of information from already completed charts from the PROGRAM PLANNING KIT. The RESOURCES chart will involve the creation of short-term biographies and the acquisition of project personnel photographs. This particular chart should be displayed early since the chart affords positive exposure to program personnel.

The chart describing COMMITMENT TO CHANGE involves the use of illustrations which can be extremely effective in communicating the salient features of the program activities. One of the primary objectives of this chart is to display graphically the commitment of the RIGHT TO READ Center to change through the adaptation of new procedures, teaching techniques, or materials.

The RIGHT TO READ PROGRAM PLAN chart is an extremely effective instrument in managing the program, once planning functions have been completed with the chart. The entry of the data on the chart must involve all members of the Unit Task Force so they spell out all the tasks required for program implementation and assign these tasks to specific individuals and specify deadlines. When school project personnel visit the RIGHT TO READ Office in USOE, they will find a STATUS AND REPORTING CENTER with charts that utilize data generated by their own programs. In this way, the data collected by each program takes on a stronger local significance and enables easy comparison of results on a national scale. If the step-by-step procedures on the following pages are carefully followed, the flow of information from school districts throughout the nation will be directly facilitated.

Of equal import, in-school and community communications, staff development, program management, and project visitation is made more logical and is given visible structure within the context of a STATUS AND REPORTING CENTER.

IN ITS UTILIZATION THE S&RC CHARTS WILL BE REVISED FROM TIME TO TIME. IN ORDER TO KEEP THE CHARTS LEGIBLE, IT IS RECOMMENDED THAT A PLASTIC OVERLAY BE FITTED OVER THE CHARTS TO ALLOW FOR USE OF GREASE PENCIL MARKS TO INDICATE TEMPORARY CHANGES.

5. STEP-BY-STEP DETAILS

STEP 1. NEEDS ASSESMENT SUMMARY CHART

Copy the data from Step 2 Needs Assessment Summary of the PROGRAM PLANNING PROCEDURE into the Student Performance section.

Decode the data from the Reading Program and Resources section and enter the complete descriptive words or phrases on the appropriate lines for display purposes. Use the following table for decoding both of these sections.

READING PROGRAM

Program Location in School

A. Reading taught as separate subject.
B. Reading taught through other courses.
C. Special assistant provided outside the classroom.

Time Spent in Program

(No code)

Basic Approach

A. Meaning emphasis
B. Code emphasis
C. Linguistics
D. Modified alphabet
E. Responsive environment
F. Programmed learning
G. Individualized reading
H. Language experience
I. Eclectic

Student Grouping

A. Individualized reading instruction
B. Small groups (5 or less)
C. Large groups
D. Total class

Teacher/Student Organization

A. Single teacher – multi subjects
B. Teachers of Reading
C. Team teaching
D. Cross-age teaching
E. Tutor – specialist
F. Tutor – aide

Percent Students Served

(No code)

Instructional Techniques

A. Machine-based instruction
B. Other programmed instruction
C. Gaming/simulation
D. Instructional television
E. Interactive media
F. Intensive Involvement (field trip)
G. Discussion groups
H. Demonstration and performance
I. Lecture
J. Contracts
K. Use of supplementary materials

Evaluation

1. Diagnostic reading tests used with most or all students to determine individual reading needs.
2. Teacher has formulated or selected specific objectives for each student.
3. Teacher has developed or identified an instrument for measuring attitudes towards reading.
4. Student performance measured in terms of these objectives.

Existing Program Started

(No code)

Evaluation (Continued)

5. Visible records kept of class performance.
6. Individual student performance records are kept.
7. Students kept informed of their progress.
8. Students involved in self-evaluation.

RESOURCES

Availability and Skills of Teachers of Reading

A. Motivating students

B. Diagnosing reading problems

C. Prescribing for and implementing solutions to reading problems.

Availability and Skills of Additional Personnel

I. Highly skilled in reading instruction.

II. Has some skills in reading instruction.

III. Has no or minimal skills in reading instruction.

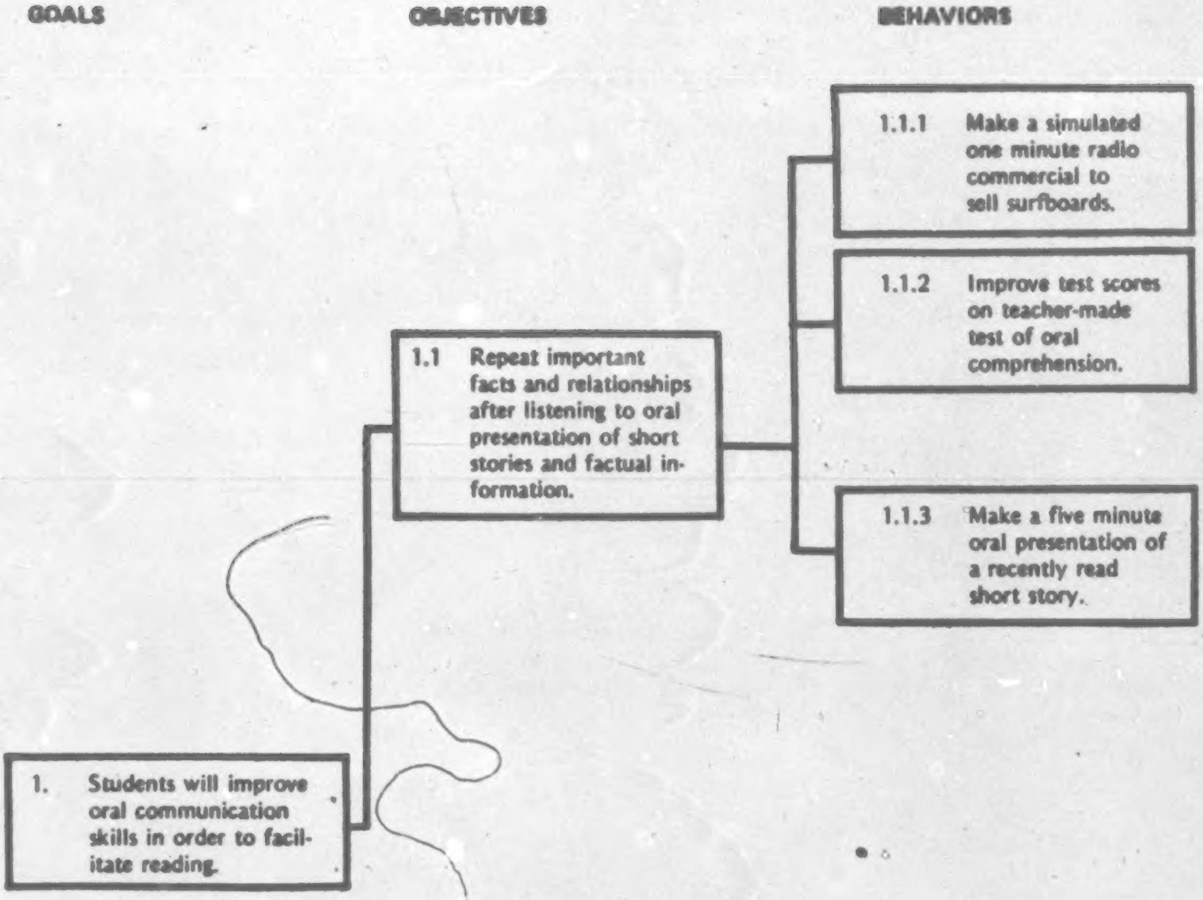
A. Highly motivates students; creative, innovative.

B. No special skill in motivating students.

Copy the remaining data beginning with non-classroom personnel available for reading support, from the PROGRAM PLANNING PROCEDURE

STEP 2. PROGRAM OBJECTIVES CHART

If the school program is based, for the most part, upon one of the national program models, one of the components of the model program's IC (the STUDENT GOALS AND OBJECTIVES OVERVIEW) may be simply mounted and posted in the S&RC. It will still be necessary, though, for you to develop specific behaviors for your individual program. On the blank chart, PROGRAM OBJECTIVES, enter whatever particular goals and objectives were selected during your program planning phase. The specific behaviors will emerge only as you move into the first year of program operations. All specific behaviors must be entered to fill out the sequence of goals-objectives-behaviors. (See the Display on the following page.)



GOALS

OBJECTIVES

BEHAVIORS

1.1.1 Make a simulated one minute radio commercial to sell surfboards.

1.1.2 Improve test scores on teacher-made test of oral comprehension.

1.1 Repeat important facts and relationships after listening to oral presentation of short stories and factual information.

1.1.3 Make a five minute oral presentation of a recently read short story.

1. Students will improve oral communication skills in order to facilitate reading.

DISPLAY 1

This statement of behaviors is the first full extension of the PROGRAM PLANNING PROCEDURE that you have worked through just prior to establishing the S&RC. These behavioral statements are critical to the development of your program because they establish an objective basis for measuring program effectiveness and for guiding program change, whenever that becomes necessary. Your behaviors should refer to performances that call upon the same instructional materials being used in your program.

One other procedural point: remember that no one can state your behaviors for you. These must reflect local idiosyncracies as well as the use of local resources. A useful reference in stating instructional objectives is Robert Mager's *Preparing Instructional Objectives.*

Once you have completed your behavioral statements, you can link these in detail to preferred instructional materials in order to facilitate and proceduralize the activity of prescription. In addition, your staff ought to be continually involved in the generation of new behaviors and the evaluation of locally prepared behaviors so that student growth resulting from the RIGHT TO READ Program effort is taken into consideration.

STEP 3. COMMITMENT TO CHANGE CHART

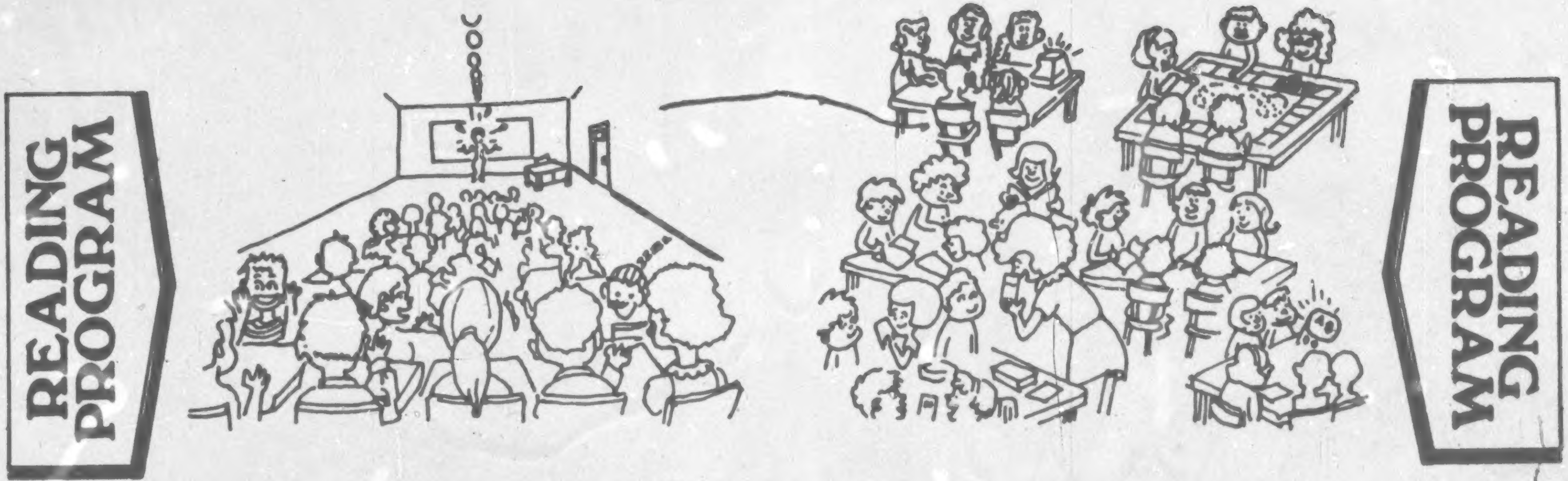
This chart is intended to display the differences between existing school conditions and those to be introduced following participation in the RIGHT TO READ PROGRAM.

Under the column heading *PRIORITY NEEDS*, you should list concise statements drawn from the NEEDS ASSESSMENT SUMMARY CHART for each of the components. Under *PRIORITY OBJECTIVES* list the objectives taken from the PROGRAM OBJECTIVES CHART.

The items in the far-left- and far-right-hand columns are to be completed by photographs, line drawings, or lists of materials provided by the school. You can pictorially represent key change conditions here. For example, a picture under *READING PROGRAM* might be a single classroom containing thirty students conventionally grouped in rows of desks on the left side; on the right side you would represent the new grouping of students resulting from the RIGHT TO READ Program activity. (See Display 2.)

On the right side (under RIGHT TO READ PROGRAM) those elements of the RIGHT TO READ concept, including the use of the array of procedures from RIGHT TO READ, might be pointed out under the headings *READING PROGRAM* and *RESOURCES.* The data from the PROGRAM DESIGN CHART should be represented pictorially on this chart to the greatest extent possible.

PRIOR PROGRAM $\quad$ R$_2$R PROGRAM


READING PROGRAM
READING PROGRAM

DISPLAY 2

STEP 4. PROGRAM DESIGN CHART

Fill out the chart by transposing data from the following steps taken from the PROGRAM PLANNING PROCEDURE:

Program Design Chart	**Program Planning Steps**
RIGHT TO READ Center Profile (School, grade level, etc.)	1
Diagnosis-Prescription (Objectives, tests, materials, etc.)	5
Instructional Approach (Meaning emphasis, code emphasis, etc.)	6
Staff Development (In-class, in-lab, workshop, etc.)	9
Teacher Assignments (Instructional day, assignemnts, ratios, etc.)	7

Write strategies for STUDENT MOTIVATION in the lower left corner of the chart.

STEP 5. RESOURCES CHART

In this chart there is an opportunity to give credit to the individuals who will make the project a success. On the left-hand side list each person's name and his particular assignment. Provide a short form biography of his previous experience and qualification. Place his photograph in the space indicated, if available.

Transpose data from Step 10 *MATERIALS AND SERVICES* (basal text, programmed texts, etc.) of the PROGRAM PLANNING PROCEDURE into the *MATERIALS AND SERVICES* section. Fill out columns to indicate the present utilization of the material and their permanent location, either inside or outside the project itself.

Below the *MATERIALS AND SERVICES* block enter the total program budget for the school year, the total capital expense (see the Startup Cost DEFINITION CARD in the PROGRAM PLANNING PROCEDURE), and the total operating expense. The per pupil operating cost is obtained by dividing the total operating expense by the number of pupils in the project. (If $1,000.00 is the total operating expense and there are ten pupils in the project, the resulting per pupil operating cost will be $100.) Normally, capital expenses are not included in this calculation as they should be a one-time, non-recurring cost.

STEP 6. EVALUATION PLAN CHART

This is to be a working chart containing data that will be updated from time to time. First, identify the evaluator in the upper right-hand corner of the chart. Copy the objectives from the PROGRAM OBJECTIVES CHART in the left-hand column, and identify them by grade level. Enter the name of an existing instrument or an instrument that is to be developed by local personnel under "INSTRUMENT USED". Identify the subtest, if appropriate. Then estimate how well that particular OBJECTIVE is being measured. This data may just be simply transferred from Step 5 of the PROGRAM PLANNING PROCEDURE. Enter the number of students in the program in the next column. (There might be occasions where the sample size would be smaller for a given OBJECTIVE, if that objective was aimed at a subgroup within the project.)

Under the TEST RESULTS Column, first insert the dates of the pretest and post test. As the data is accumulated, present it in summary form. Under PERFORMANCE CHANGE two entries are required: first, the raw score in terms of a particular instrument's numerical coding and, then, the normalized result which is typically the grade level change in one year of performance.

EXAMPLE (For One Objective)

Learning Objectives		Instrument Used		Sample Size	Test Results		Performance Change	
By Grade Level		Name	Subtest		Pretest Date 10/1/72	Posttest Date 5/1/73	Raw Score	Normalized
1	Improve Comp	C.T.B.S	Comp	110	71(A) 54(B) 62(C)	96(A) 84(B) 74(C)	+17	+1.2 Grade Level
2								

STEP 7. RIGHT TO READ PROGRAM PLAN CHART

Completing the chart is an essential element in the planning activity for a RIGHT TO READ Program. First, state all the work required to implement the program as a sequence of tasks to ve accomplished. Write down all of the tasks to be performed and then order them in proper sequence in the center "SEQUENCE OF TASKS" Column of the chart.

For each task state specific starting and ending dates and indicate these by a time line in the "SCHEDULE" section of the chart. For each major milestone (one which is crucial in terms of the entire program remaining on schedule) note the occurrence with a triangle at the appropriate date and fill it in with a color to indicate its criticality.

The right-hand part of the chart is for assignments of tasks to personnel. List all participants by name across the top of this section. At the intersect of the task line and the column under each person's name indicate by (**) if that person is responsible for the accomplishment of a task. Indicate by (*) if he participates in the task. If a person has no involvement with the task, the intersect is left blank. (See Display 3.)

Depending on the schedule portrayed on the chart, weekly or monthly vertical lines may be drawn at critical times in the program. This will show everybody in the project where problems might be occurring in terms of getting tasks done. For those task lines that include a triangle indicating a critical milestone, it is necessary that the task be completed on time in order to maintain the program as it was originally designed. The chart will also serve to record personnel changes and reassignment of tasks among the personnel and the project staff.

A commitment to the RIGHT TO READ Program Plan is displayed at the top of the chart. This statement is to be signed by the Senior Education Administrator after the plan is completed.

△ MILESTONE

• PARTICIPATES

•• RESPONSIBLE

Schedule							PERSONNEL									
M	A	M	J	J	A	Sequence of Tasks	PRINCIPAL MR. BROWN	TEACHER MRS. SMITH	TEACHER MR. WILLIAMS	PARENT MRS. LACEY	PARENT MRS. JENNINGS	ASSISTANT SUPERINTENDENT MR. RAY				
■	■ △					CONDUCT NEEDS ASSESSMENT	••	•	•	•	•	•				

DISPLAY 3

APPENDIX II

SEQUENCE OF SKILLS
AND PERFORMANCE OBJECTIVES

The Unit Task Force established a brief written sequence of skills to serve as direction for the development and selection of components of their reading program. The purpose of the following list was only to direct further investigations.

Pre-reading Skills

The pupil will demonstrate

1. ability in oral language sufficient to succed in beginning reading materials;
2. the ability to distinguish the phoneme of the spoken language
3. the ability to distinguish one letter from all others
4. special orientation

Word Recognition Skills

The pupil will be able to identify new words by using

1. a sight vocabulary
2. context clues
3. phonic analysis
4. word structure analysis
5. dictionaries

Comprehension Skills

The pupil will demonstrate comprehension of the meaning of literary selections by

1. recognizing words and understanding their meanings
2. understanding the roles that words perform in syntactical units
3. identifying the main ideas
4. recognizing significant details
5. following oral and written directions
6. identifying relationships
7. classifying details in sequential order
8. summarizing
9. making generalizations
10. recognizing the writer's purpose
11. understanding characters and setting
12. predicting outcomes
13. recalling important concepts
14. interpreting inferences
15. making application of comprehension skills

After developing the preceding list the Task Force used the following Texas Education Agency suggested objectives to help in formulating their own performance objectives which relate to each program developed by the Task Force. These objectives are in fact included as objectives for the final Pecan Valley project, in addition to the Performance objectives.

OBJECTIVES

The following is a list of objectives and suggested skills stated in the TEA guide.

Language Arts

Listening

1. listening to stories, poems or discussions and asking and answering questions
2. telling some part of a story
3. recognizing sequence of thought
4. conversing over play telephones
5. talking over microphone
6. listening to ideas of others
7. listening to directions for game procedures

Speaking

1. telling about personal experiences
2. identifying articles brought from home
3. talking about science materials
4. planning for work activities
5. viewing and discussing films
6. learning names of teacher and classmates
7. visiting and talking with principal, nurse, custodian, and other staff members
8. participating in teacher-pupil planning
9. visiting community helpers or having them visit school
10. talking about family and pets
11. discussing safety going to and from school, in the

classroom, and on the playground

12. conversing in different learning centers
13. interpreting sensory impressions
14. conversing in dramatic play
15. telling about work
16. interpreting pictures
17. using puppets to express ideas and feelings

Literature

1. listening to stories read or told
2. listening to simple poems, Mother Goose rhymes and other rhymes
3. browsing in the library interest center
4. bringing and sharing books from home
5. dramatizing stories, poems, or rhymes
6. visiting the public library
7. have librarian come to school

Reading

1. extending oral vocabulary
2. forming good listening habits
3. increasing ability to express thoughts and ideas fluently
4. building background of meaningful experience
5. developing language facility
6. building positive self-image
7. increasing awareness of signs and names within the school environment

PERFORMANCE OBJECTIVES
FOR EACH COMPONENT OF
READING PROJECT

Listening

The listening objectives include those listed by TEA and each activity in the listening program is by title a performance objective.

Parent Tutoring

A. Parents will function in direct instructional roles
   1. Evaluate and modify home instructional materials
   2. Participate in training sessions
   3. Work with own child in completing school tasks at home

B. Parents will be involved in program
   1. Increase attendance at school functions
   2. Describe accurately project functions and goals
   3. Discuss question, applaud, critize, revise project methods and goals

Student Tutoring

Students will function in a number of instructional roles.

1. Act as tutor and tutee with fellow students in individual tutorial sessions

2. Assume roles of instructor and student with groups of other students

Speaking

The speaking objectives include those listed by TEA, and each activity is, by title, a performance objective.

Additional Objectives:

A. Students will use several sensory modalities
    1. Plan and execute communication in real and simulated situations in two or more modalities: speech, writing, drawing, playing and gesturing
    2. Demonstrate comprehension of communications made in two or more modalities

B. Students will improve oral communication skills
    1. Use comprehensible pronounciation of spoken words
    2. Improve test scores on oral reading test
    3. Verify and paraphrase statements after listening to oral presentations of short prose passages

Total Program

These objectives include all others in the TEA list.

Additional:

A. Students will improve comprehension written materials
    1. Recognize by sight random words selected from a graded word list keyed to student's

own grade level.

2. Improve scores on untimed test of reading comprehension.
3. Identify and formulate inplications of statements contained in written materials.

B. Students will experience success in school.

1. Will negotiate task assignments and standards of completion with teacher.
2. Will make positive contributions in classroom activities.
3. Will expect to fulfill negotiated contracts.

C. Students will participate in general school activities.

1. Maintain low rate of absenteeism and tardiness.
2. Volunteer for school role responsibilities.
3. Cooperate with other students in school.

D. Students will enjoy reading.

1. Given free reading period children will voluntarily choose to read.

LISTENING SKILLS
IMPROVEMENT PROGRAM

In conducting the needs assessment phase of the Right to Read Program, all Task Force teachers in the Pecan Valley Elementary School identified listening skills as a weak area in the existing reading program. All teachers involved realized the importance of listening to the reading program, as well as all other curriculum areas. They also agreed that some listening skills were already incorporated in their reading programs, but because of the importance of listening this was an area which needed immediate improvement. Thus the Listening Skills Improvement Program became a priority element and was one of the first problems to be attacked in the program-building phase of Right to Read.

Throughout the entire process of building an effective program to teach reading, the teachers at Pecan Valley had to be discriminating in the plans they chose to purchase. The reasons for this were:

1. The funds available for the project were limited. There was some available money, but careful economic planning was necessary.
2. The commercial plans often did not use an experience background as meaningful as the one the Pecan Valley teachers devised.

In spite of this reasoning many commercial products were studied for ideas and some purchased for use. (These are listed in another section of the appendix.) After the study given these products, it is safe to assume that the ones purchased were the ones that would be meaningful to the most students in the school.

One commercial plan was purchased which contained a section of Listening Skills. This plan was the Science Research Associates Reading Laboratory. It contained a method for developing listening skills. This method became one part of the total Pecan Valley listening program. (In addition, this purchase could be used in other areas of the complete reading program.) Thus the following Pecan Valley Program for the improvement of listening includes the SRA plan, but adds to it considerably as follows.

Listening

The act of listening combines hearing, understanding and remembering. Listening means hearing with purposeful attention.

The ability to listen is not fully developed at birth, nor can it be learned all at once. Rather, it may be thought of as a series of skills. Language is first received through Listening and then stored.

Children have been known to fail in many areas because they have not had enough training in listening to and following directions. The following types of skill activities were designed to provide such training and practice in listening to and following directions.

ACTIVITY I

A SIMPLE DIRECTION TO COMPLETE A SIMPLE TASK.

Introductory: Teacher says "Do what I say."

Example: Touch the desk

Stand up

Advanced: Make paste up pictures according to verbal instructions, such as "Take the square shape and paste it on your paper." (materials - paste, 8½ x 11 construction paper, pre-cut geometric designs)

Forms are laid out, according to teacher direction, to produce simple house.

ACTIVITY II

MUSIC AND LISTENING

Introductory: Place needle on record at beginning of familiar song, play a little, remove needle, elicit name of song.

Advanced: Children recognize same songs from clapped or drummed rhythms.

ACTIVITY III

RETELLS IN PROPER SEQUENCE A SHORT STORY TOLD BY THE TEACHER.

Ongoing Activity: Teacher tells little story each day. Stories are increasingly complex. Children repeat story in own words, but with the same sequence.

Introductory: I didn't hear my alarm clock this morning. My cat licked my face and woke me up.

Advanced: Peter's teacher gave him a paper and scissors. Peter cried. The teacher said, "What's the matter dear?" Peter said, "I don't know how to cut with scissors." The teacher smiled and said, "I'll help you and soon you'll be able to cut just fine."

ACTIVITY IV

CORRECTLY IDENTIFIES SOUNDS HEARD IN THE CLASSROOM:

Example: A. Closing of Door, B. Chalk on Blackboard, C. Singing.

Introductory: Teacher calls attention to sounds she makes in view of group; clapping, tapping, closing door, chalk on blackboard, crumpling paper.

Middle: Children close eyes and identify same type of sounds. Also can identify these sounds from tape made by teacher.

Advanced: Game: Children in circle. One child is "It" and closes eyes. Teacher points to one child in circle to make any sound for "It" to identify.

Exercise: Put about 10 familiar sounds on tape. Play sound one at a time and children identify sounds.

Example: telephone, typewriter, doorbell, etc.

ACTIVITY V

INDICATES THAT A WORD IN A FAMILIAR STORY, POEM OR SONG IS INAPPROPRIATE.

Introductory: Child responds with gesture such as touching nose or clapping hands upon hearing mistake in familiar material.

Middle: Children call out correction.

Advanced: Children raise hand and correct error.

Errors:

1. Old Mother Jones went to the cupboard to fetch her poor cat a bone.
2. Little Miss Muffet sat on a swing eating her bread and butter.

ACTIVITY VI

AFTER THIRTY SECOND PAUSE REPEAT IN EXACT SEQUENCE FOUR DIGITS THAT HAVE BEEN GIVEN AT THE RATE OF TWO PER SECOND.

Introductory: Start with 2 digits

Advanced: Work up to as many digits as possible

RESOLUTION RECOMMENDED BY THE INTERNATIONAL READING ASSOCIATION COMMITTEE ON VOLUNTEERS AND PARAPROFESSIONAL IN READING

WHEREAS, changing times, changing needs and changing resources make it necessary for the institutions of society to constantly reassess traditional modes of operation and programs, and

WHEREAS, in the decade of the seventies it is a national goal that all citizens enjoy the right to read but millions of children and adults are not functional readers now, and

WHEREAS, increased manpower is needed to help resolve the reading dilemma and to secure the right to read through the utilization of trained volunteer tutors and/or paid paraprofessionals,

THEREFORE BE IT RESOLVED:

That the International Reading Association takes the position that:

1. Many adults can be trained to do specific tasks as volunteer tutors and/or paid paraprofessionals to assist others in learning to read under the general supervision of a professional teacher,
2. Competency-based programs for volunteer and/or paid paraprofessional training should be encouraged, and

3. Teachers, school administrators and boards of education should facilitate and cooperate with competency-based volunteer and/or paid paraprofessional programs.

TUTORIAL HOME WORK CENTERS PROGRAM

One of the objectives of this project was to provide additional special help for those Pecan Valley students exhibiting a need for special assistance, but not included in the existing special reading program. One means of providing such aid was the tutorial home work centers program.

Two elements which seemed essential were tutoring help and a quiet place to study. These elements could not be provided during the regular school day so an after school plan was designed. It was understood that such a program should not be lengthy and a thirty minute time limit was set. In addition this program was designed to utilize parent volunteers under the direction of a single teacher; therefore, each teacher would be required to donate a minimum of time (It should be noted that the time spent here was spent willingly and offered many rewards). Attendance was not mandatory, but the students needing help were encouraged to attend often until their problems were resolved. Parents of attending students were notified and invited to see the plan in operation. Their approval was necessary for the success of this plan.

One obstacle was found in scheduling. This was finally resolved by designating one task force teacher per week to utilize the home work centers. If space was available the other teachers could refer students otherwise they would wait until their week. The parent volunteers were very effective in this program and there was always enough people to provide individual help for the students.

By having the after school home work centers the students could use several rooms and a study room facility mood was created. Supplementary materials and supplies were provided. This program did provide assistance for number of children who needed it, but had not been a part of the regular special reading classes at Pecan Valley Elementary.

Before the parent volunteers actually began working with students a 2-day training session was held after school hours. While this period was short it enabled the parents to meet the Task Force teachers they would be working with, and gain some insight into the skills they would be tutoring. In addition it provided a short period for gaining self-confidence. The following certificate was awarded the parent volunteers.

VOLUNTEERS
IN
EDUCATION

Certificate of Appreciation

Awarded to ______________________________

For attending Tutor Training Program

____
Superintendent of Schools

____
Right to Read Local Coordinator

____
Right to Read Regional Coordinator

____
Date

STUDENT TUTORING PROGRAM

The Task Force as one part of their reading program developed a system for using students in grades four and five as tutors for the participating students in grades 1-3. It was the opinion of the Task Force that the use of students as tutors might be more beneficial than the use of parents for short span tutoring because parent volunteers often did not seem to be available for short irregular periods of time. They were more willing with longer sessions. In addition it was feared that parent volunteers might quit just as they became effective. Students on the other hand would be available for the entire year and the time spent training them as tutors would not be wasted. This is not to say that parent volunteers were not used (another phase of the total program is based on parent volunteers), but one component of the program building phase of Right to Read was the development of a student tutoring plan. This plan did in fact prove to be one of the most effective aspects of the Pecan Valley Right to Read Project.

At the beginning the student tutors were to be used only twice weekly and the choice of tutors was to be based on the following criteria.

1. They were to be in fourth or fifth grades.
2. They were to be under-achievers.
3. They were to be sent to the various participating Right to Read teachers only at times acceptable to both the student and his teacher, not to exceed

thirty minutes twice a week. The Right to Read teacher would then guide the fourth or fifth grader on skills they should cover. All tutoring would be conducted under the direction of a Right to Read teacher.

The reasoning for using under-achievers was that they would have the skills necessary for helping most students in the program and in so doing would enhance their self-image in seeing their success as tutors. In addition they would be positively viewed by their peers and just possibly acquire some of the skills in which they were deficient.

It took only a short time for Right to Read teachers and the fourth and fifth grade teachers, as well to recognize the benefits both groups were receiving. The teachers then met to revise and expand this phase of their program. The end result was a program that was totally individualized. For one and a half hours each week every child in participating grades one through three was paired with an older student who under the teacher's direction worked on such skills as: (1) alphabet, (2) vowels, (3) consonants, (4) oral reading, and (5) comprehension (done primarily in third grade with only students from fifth grade that exhibited skill in this area of reading).

Since there were more students in fourth and fifth grades than in the control groups the tutors were changed at mid-term so as to involve as many of the older students as possible. Even though the original idea was to avoid such changing of tutors, it was deemed worthwhile in terms of the older student's benefits and one change was not difficult to manage, especially since the tutor could acquaint one another with the activities being carried out.

SPEAKING SKILLS IMPROVEMENT PLAN

Speaking is a tool which is a pre requisite and continual aid in the teaching of reading.

The language of our school, and of most books, is standard English with the exception of a special "English as a second Language" class. A child must be familiar with the sounds and usage of standard English in order to be able to learn material that is taught in this language. Training in learning to produce and recognize sounds helps in utilization of phonics in the reading process and gives the child tools with which to attempt to spell a word.

All of us have two languages -- one which is utilized when we are speaking with friends and family and one which we use when we are in a formal situation.

This area was not one of the weaker ones in our school as evidenced by the needs assessment phase of Right to Read, so the plan developed was short, but did become a part of the total Pecan Valley Right to Read plan. The following activities are examples of the types used by Task Force teachers to help develop speaking skills.

ACTIVITY I

ANSWERS IN A SENTENCE WHEN ASKED A SHORT, SIMPLE QUESTION.

Note: Establish whether or not a child can pattern a "sentence."

Introductory: Teacher says, "My name is ___________. What is your name?" Child answers: "My name is ___________."

Advanced: Teacher asks student to tell all he can about himself or an object or picture.

Example: This ___________ is __________.

Note: Descriptive words, action words and prepositions should be encouraged.

ACTIVITY II

PRODUCES CORRECT SOUND FOR EACH VOWEL.

Note: The child has a vocabulary of words that includes short and long vowel sounds.

Example: apple, bake, egg, eat, hit, ice cream, hot, goat, cut, cute.

Introductory: If the child does not produce these words spontaneously, he may repeat them after the teacher, having shown object or picture, names them. A commercial language development kit or a teacher-made one, with pictures from magazines, old work books, and coloring books is essential. At Pecan

Valley a kit was purchased (see final appendix).

Advanced: Children are shown language stimulation pictures chosen to elicit most of the vowel sounds and are asked to talk about them extemporaneously.

ACTIVITY III

PRODUCES THESE CONSONANT SOUNDS IN THE INITIAL POSITION.

A. (P, B, T, D, K, G, H, F, V, S, Z, M, N)

B. (L, R, TH, SH, CH)

Note: The child has a vocabulary of words that includes the initial sounds above.

Introductory: If the child cannot produce words spontaneously, he may repeat them after the teacher shows an object or picture and names them.

Games:

1. Teacher can have sound boxes which contain objects beginning with a specific sound. Example: Ball, balloon, boat, child closes eyes, reaches into box, picks object, labels object and uses word in sentences.

Memory: First child starts by saying, "I'm going on a trip and I am going to take potatoes. The next child must say potatoes and add another word beginning with (p) like "peaches." The next child repeats these two words and adds a third word like "pears," etc.

ACTIVITY IV

RECOGNIZES THESE SOUNDS IN THE FINAL POSITION.

A. (P, B, T, D)
B. (K, G, H, F, V)
C. (S, Z, M, N, L, R)
D. (TH, NG, CH, SH)

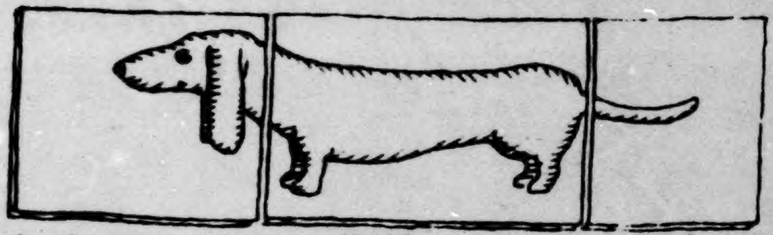
Introductory: Teacher sings songs or tells stories or poems which contain words ending with the sound she wants them to practice. She can teach the poem to the children.

Example: (p) Two Little Kittens

We are two little kittens lapping our milk,
Lap, lap, lap.
We are two little kittens as soft as silk,
Lap, lap, lap.
We are two little kittens named "Tip" and "Pop,"
Lap, lap, lap.
And we never spill a drop!
Lap, lap, lap.

Advanced: Two children can work together. One will call out the names of pictured items and the other will put the pictures in the proper pocket.

Example: Teacher could make large dachshund and cut it into three parts with a pocket in back of each section.



Teacher or child indicates the sound for which the children are to listen. A picture is held up. Then a pupil puts picture in proper pocket. If picture does not contain sound for which children are to listen, they are to indicate this.

ACTIVITY V

WHEN TOLD A WORD, SUPPLY AN ANTONYM. (OPPOSITE)

Introductory: Note - Establish whether child understands meaning of opposite. At first, use the children themselves, their clothing, relationship in space, etc.

Example: Boy & girl, big & little, tall & short, old & young, etc.

Advanced:

1. Boxes labeled sweet, sour, rough, smooth, etc. Children choose the object, find a picture from a magazine, or draw a picture. They can make "opposites" books for lower grades or for other children in their class.

ACTIVITY VI

WHEN TOLD A WORD, SUPPLY A SYNONYM.

Introductory: Child matches shapes, colors and pictures that are the same to establish their understanding of the meaning of "same."

Advanced: Have two children work together. One will write a short story and the other child will rewrite it using a synonym wherever possible.

PRE-FIRST GRADE GUIDELINES

The unit task force found in their research a number of suggestions for parents of pre-school children. As a result they felt compelled to distribute some materials containing some of these suggestions to parents within the school's attendance area. The task force was well aware of the fact that they could not reach all the parents of pre-first-graders, and that the guidelines presented to the parents might not have the desired impact, yet the outcome might prove beneficial to the total Pecan Valley reading program. Therefore, the Task Force spent a few hours developing the following hand-out materials for distribution to parents of pre-school children.

CHECKLIST FOR PARENT

SELF-EVALUATION OF READING READINESS

Looking at My Home

I. Are there evidences of my interest in reading around my home?

Do I read books?

Do I subscribe to a newspaper?

Do I own an encyclopedia?

Do I use the dictionary?

Do I receive mail?

Do I subscribe to magazines?

Are there maps in my home?

Are there posters in my home?

Do I use calendars?

Are there games in my home?

Do I use recipes?

Looking at Myself

Do I read actively?

Do I read aloud to my child?

Do I take my children to the library?

Do I buy my children books?

Do I encourage my children to join book clubs?

Do I give my children the mini-page?

Do I select pre-reading TV shows?

Do I discuss reading acts before my children?

Do I read articles about education occasionally?

How Do I encourage Oral Development?

- Do I talk to my baby?
- Do I listen to my child?
- Do I speak clearly to my child?
- Do I reward verbalization?
- Do I praise my child?
- Do I teach nursery rhymes to my child?
- Do I show pictures to my child?

How Do I Help to Build a Good Attitude Toward Going to School?

- Do I go to school myself?
- Do I see that my child goes to school?
- Do I ask about homework and help if needed?
- Do I feed my child breakfast before school?
- Do I visit the school occasionally?
- Do I know my child's teacher?
- Do I keep and open mind about educational practices and curriculum in general?
- When asked to assist in my child's school, do I try to respond?
- Do I take my child to school activities and encourage participation?

CAN YOUR FIVE-YEAR-OLDS-DO THESE THINGS?

Kindergarteners about to "graduate" should be able to:

Get along reasonably well with other children.

Take part in games and other school activities.

Recognize the eight colors.

Know full name, address, birthday date, age.

Act courteously. (Not interrupt when others are speaking, say please, thank you, and good morning.)

Give and follow directions.

Take responsibility. (Help with schoolroom chores.)

Recognize and say names of days of the week.

Face problems in a constructive way. (Look for a lost rubber rather than stand and cry.)

Express ideas through dramatic play.

Retell a story, following sequence of events.

Tell an original story.

Tell a story suggested by a picture.

Do handwork (cut, paste, color, paint, model).

Draw a number of simple objects.

Repeat at least twenty finger plays, nursery rhymes, and poems.

Rest quietly.

See likenesses and differences in objects, pictures, letters, words.

Follow the left-to-right progression required for reading.

Recognize words that rhyme and initial consonants that are the same.

Show interest in single words such as are on labels, signs, etc.

Match circles, squares, triangles, other shapes.

Pay attention, do simple reasoning, relate ideas.

Count to 100 by rote.

Count with understanding. (Children for roll call, objects needed for activities.)

Really understand the meaning of one, two, three, four, five, and of first, second, third.

Recognize small groups of objects without counting.

Feel and respond to rhythm.

Match tones. (Not all will be ready to sing alone.)

Recognize differences in music, such as fast or slow, high or low, loud or soft.

Know the meaning of a large number of nouns.

Put on and take off wraps without dawdling.

Tie shoes.

Enjoy looking at books and listening to stories read from books.

Profit from trips and excursions.

Print own name and recognize same.

GETTING THE SIX-YEAR OLD READY FOR SCHOOL

Ten Helpful Hints:

1. Sell him/her on the idea. Tell him/her that school is a good, wholesome place where he will be happy. Portray teachers and other school personnel as kind and good.
2. Don't try to teach the child to read but read to the child. Show the child that reading is a pleasant thing to know. Visit the local libraries, through this, pre-schoolers will develop an appreciation for books.
3. Early in August a routine for meals, play and bedtime should be well established making school schedules come more in stride.
4. Youngsters like responsibility. Help them develop this important characteristic by assigning small tasks around the home.
5. Be sure your child can take care of his own wardrobe. He should know how to tie shoes, deal with a rain coat, underwear, sox, etc. Tag the rain coat, overcoat and sweater. PUT A NAME ON EVERYTHING.
6. Teach the child to tell his/her name, address, telephone number, and the names of the parents and where parents work.
7. If your child walks to school, show him/her the way and point out hazards the child may encounter along the way. If your child rides a bike, be sure he/she

knows all the safety rules.

8. Take your youngster to the family doctor for a physical check-up. Your child is becoming a part of a larger world with more opportunity for exposure to communicable diseases. Texas State Law requires all first graders be immunized against DPT (diphtheria, pertussis, tetanus) polio, rubella, and measles.
9. Do not go over board in getting the child all kinds of school supplies which he does not need. The child will be permitted to bring to school only the necessary supplies and equipment.
10. Help your child realize that "reading" is a step by step process and is not accomplished over night. He/She will not bring books home until the teacher feels that proper skills and reading habits have been established.

INDIVIDUAL READING RECORD

CRAWFORD, MARK

Third Grade

Pre-Test Scores

Test	1	2	3	4	5	Educ. Grade
	21	9	33	13	24	2.4

Recommendations:

1. Mark was recommended for the student tutorial program and worked with a fifth grader on short reading comprehension sessions. He would read short material and answer questions concerning that material.
2. Mark was also recommended for home work parent volunteer program. Again he received practice with reading comprehension and oral reading. Parents cooperative. He remained in this program for 4 months attending a total of 22 sessions.

Post-Test Scores

Test	1	2	3	4	5	Educ. Grade
	28	25	36	23	39	3.3

Summary

Mark received no special instruction except as recommended. Other programs were conducted in regular classroom. His progress was very good. While he is still working below the national norm by -.4, his growth was +.9, and at the beginning of the year, he was -.6 from the national norm. He is demonstrating competence in the reading comprehension area.

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Other resources included the Region XX Educational Resource Center's supply of reading materials, kits, films, etc. For other schools in Texas using this report as a guide, their own region center's materials would be available for study and use.

Finally the adopted reading text with its teacher's materials was used as one resource. This book was published by the Harcourt-Brace-Jovanovich Company. The accompanying series published by Economy Company served as a final resource. The existing basal approach was felt satisfactory by the Task Force but the use of these materials helped to provide unity to the Pecan Valley Reading program.

APPENDIX III

The following tests were some of those used in the Pecan Valley reading program. The SRA achievement test was also used as well as many teacher-made tests and inventories. Also the adopted basal reader tests were utilized. The test used for the product evaluation and the comparison scores needed for ascertaining the degree to which the stated objectives of this practicum were met was the Gray-Votaw-Rogers test.

After school I like to --

My favorite television programs are --

My favorite game is --

The subject I like best in school is --

My favorite sport is --

My hobby is --

What do you like to read about:

Check the column that describes how much you like the activity or story.

	Don't Like	Like A Little	Like A Lot
Stories about real animals			
Mystery stories			
Adventure stories			
Funny stories			
Comics			
Science fiction			
Jack in the Bean Stalk			
Billy Goats Gruff			
Cinderella			
Drawing, painting, or coloring			
Cutting and pasting			
Doing puppet shows			
Making model cars			
Taking pictures			
Sewing, cooking			
Doing science experiments			
Planting gardens inside and out			
Collecting rocks, butterflies, etc.			
Playing baseball			
Playing cards			
Playing games like bingo			
Building Things			

ATTITUDE SURVEY

Attitudes toward learning and education:

1. I like school

    usually sometimes never

2. I like school trips

    yes sometimes no

3. I like P.E.

    yes sometimes no

4. I like the things we do in reading

    yes sometimes no

5. I like the things we do in math

    yes sometimes no

6. I like the things we do in science

    yes sometimes no

7. I like the things we do in social studies

    yes sometimes no

8. I like the way the teacher grades me

    yes sometimes no

9. I try to learn about things that interest me on my own

    yes sometimes no

10. I think school gives me a chance to try out my new ideas

usually sometimes never

11. I like the way the classroom looks

yes sometimes no

12. I think the things I learn at school are important

yes sometimes no

Attitudes toward human relationships:

13. I feel I can talk to the teacher about most problems I have

usually sometimes never

14. I think the teacher cares about me

a lot some not at all

15. I think of the teacher as a friend also

yes sometimes no

16. I like the way the teacher teaches

yes sometimes no

17. I like the way the teacher looks

yes sometimes no

18. I like it when the teacher participates in the kind of activities we have

yes sometimes no

19. I enjoy being with the teacher because I think the teacher likes being at school

yes, he likes it sometimes he likes it

no, he doesn't like it

20. I enjoy my teacher more when I know about his life outside of school.

yes some no

21. I get along with most of the kids at school.

usually sometimes never

22. I think having friends at school is important.

yes sometimes no

23. I have chances to make friends at school.

a lot some a little

24. I enjoy being in a group.

yes sometimes no

25. I enjoy being on a team.

yes sometimes no

26. I care about how other children feel.

usually sometimes never

27. I think the teacher treats me fairly if I am not behaving myself.

yes sometimes no

Attitudes Toward Self-Concept:

28. I feel I can take care of a lot of things myself.

usually sometimes never

29. I have confidence in myself.

usually sometimes never

30. School has helped me know myself better.

a lot   a little   not al all

31. I feel I can say what I think in school.

usually   sometimes   never

32. I feel proud of going to this school.

usually   sometimes   never

33. I think of myself as being an important part of this school.

yes   sometimes   no

34. I think the children at school like me.

most of them   a few   hardly any

35. I think when the children see how I act

most want to act like me   some want to act like me

barely any want to act like me

36. I feel that the teacher likes the things I do.

usually   sometimes   never

37. I think the other children care about me.

usually   sometimes   never

38. I worry about failing in the work I do at school.

usually   sometimes   never

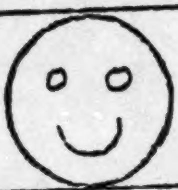
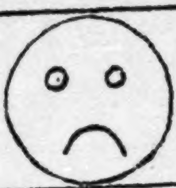
39. I am not afraid to try new things.

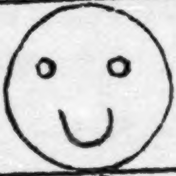
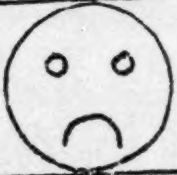
usually   sometimes   never

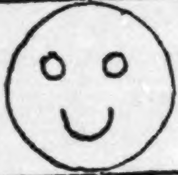
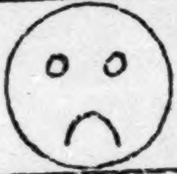
A Scale to Measure Attidudes Toward Reading

1. Reading makes me feel________
2. If my mother buys me a book, I feel ________
3. When I see people reading books, I think they are ________
4. Books make me feel ________
5. Having time to look at my book makes me feel ________
6. When my friend shows me a book I feel ________
7. When my teacher reads aloud, I feel ________
8. Only smart kids like books.
9. I look at a book from beginning to end.
10. Reading helps me.
11. If I read for a long time, I get tired.
12. Most books are too long and dull and don't have enough pictures.
13. I'd rather look at a book by myself than have the teacher show it to me.
14. I'd rather look at books than do anything else all day.
15. There are lots of books I'd like to look at.
16. I only look at books (read) if the teacher makes me.
17. I'd be happier if I didn't have to read.
18. I read in the summer too.
19. If I got a book for my birthday, I'd feel ________
20. Reading is lots of fun.

NAME____________________ GRADE_______ TEACHER____________________

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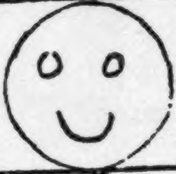
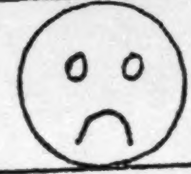

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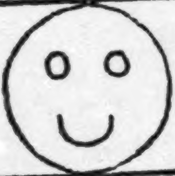
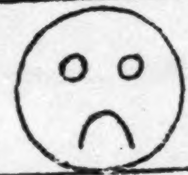

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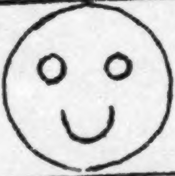
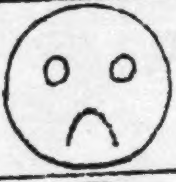

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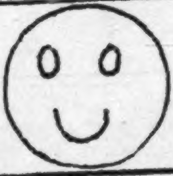
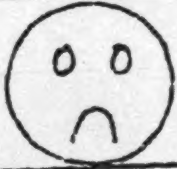

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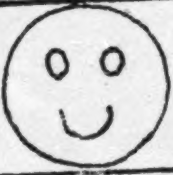
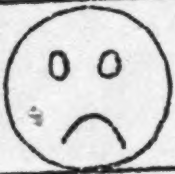

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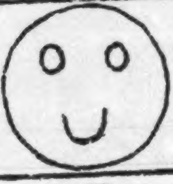
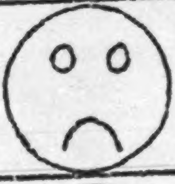

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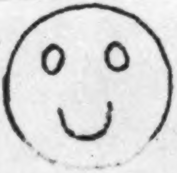
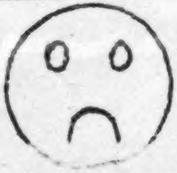

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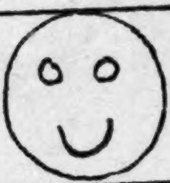
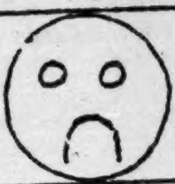

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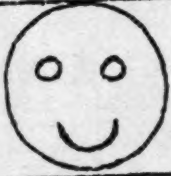
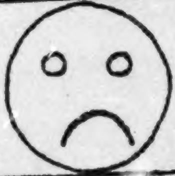

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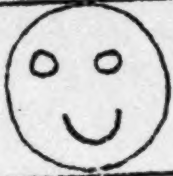
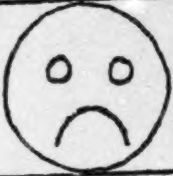

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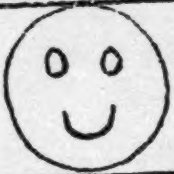
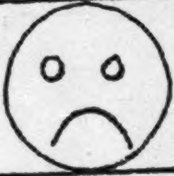

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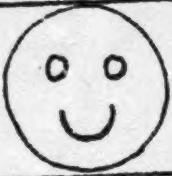
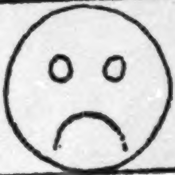

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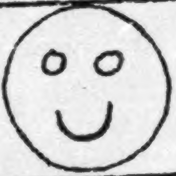
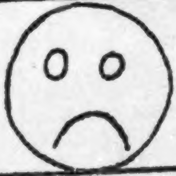

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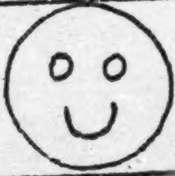
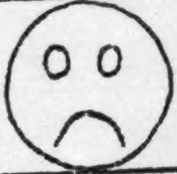

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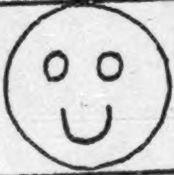
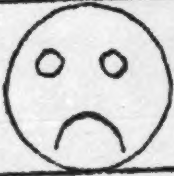

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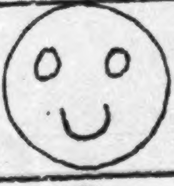
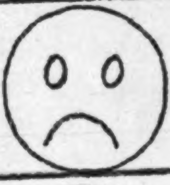

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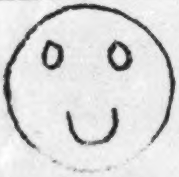
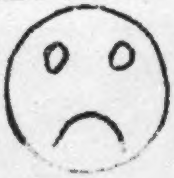

A Scale to Measure Attitudes Toward Reading

1. Reading is for learning but not for enjoyment.

2. Money spent on books is well-spent.

3. There is nothing to be gained from reading books.

4. Books are a bore.

5. Reading is a good way to spend spare time.

6. Sharing books in class is a waste of time.

7. Reading turns me on.

8. Reading is only for smart students.

9. Books aren't usually good enough to finish.

10. Reading is rewarding to me.

11. Reading becomes boring after about an hour.

12. Most books are too long and not interesting.

13. Free reading doesn't teach anything.

14. There should be more time for free reading during the school day.

15. There are many books which I hope to read.

16. Books should not be read except for class assignment.

17. Reading is something I can do without.

18. A certain amount of summer vacation should be set aside for reading.

19. Books make good presents.

20. Reading is not for me.

NAME____________________________ GRADE______ TEACHER____________________________

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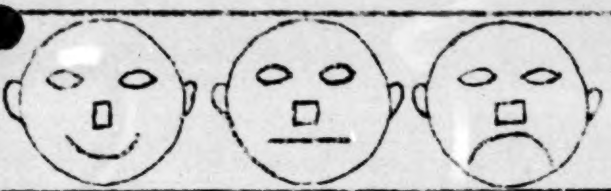

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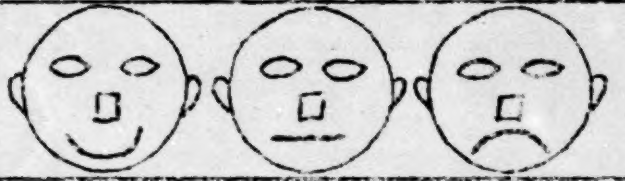

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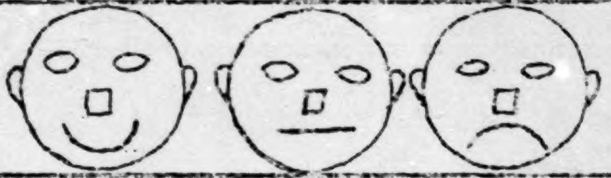

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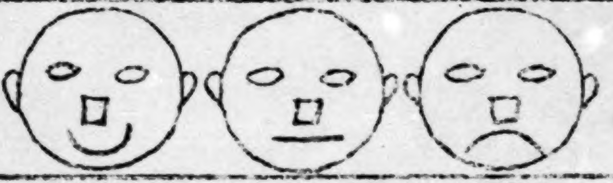

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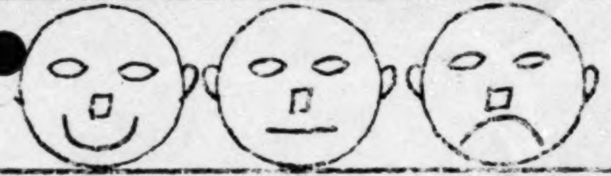

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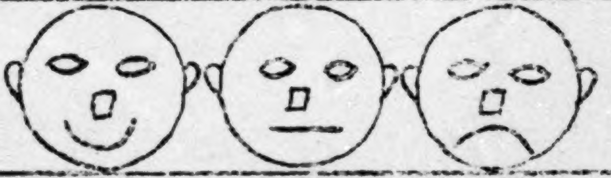

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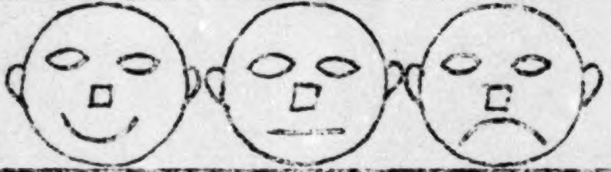

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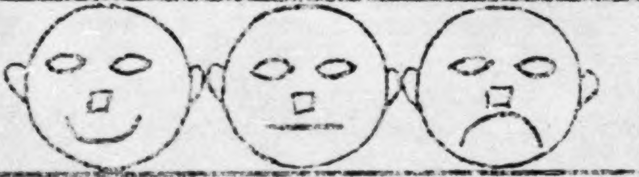

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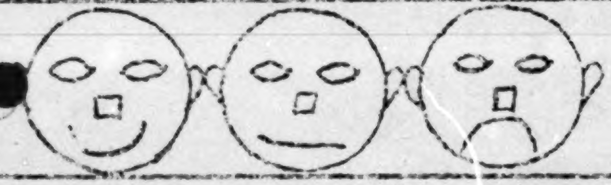

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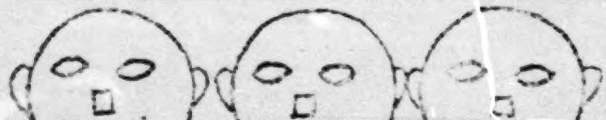

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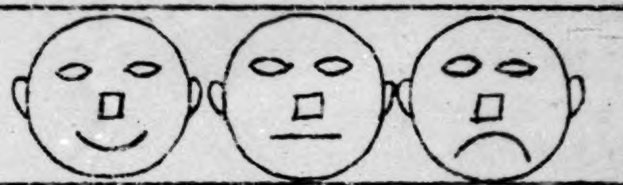

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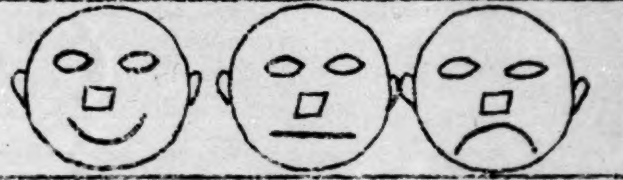

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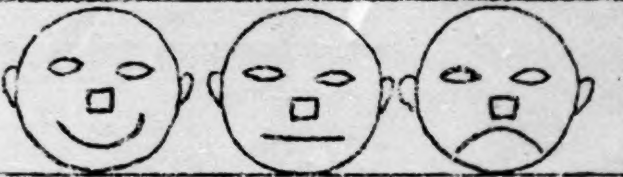

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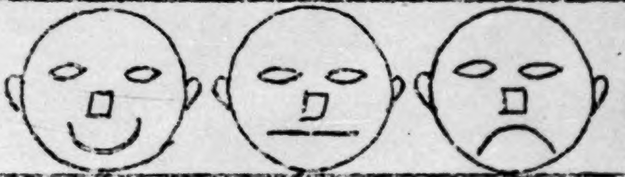

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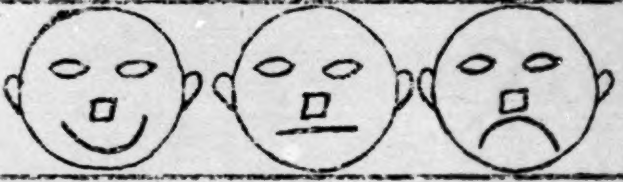

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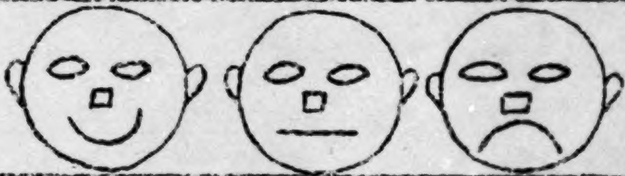

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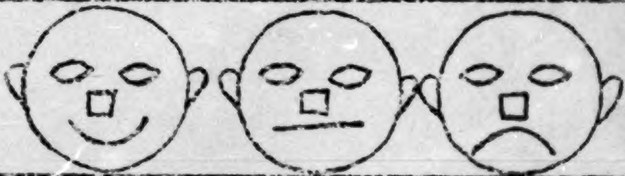

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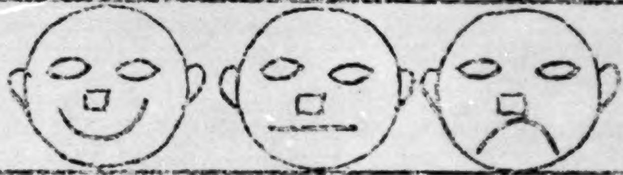

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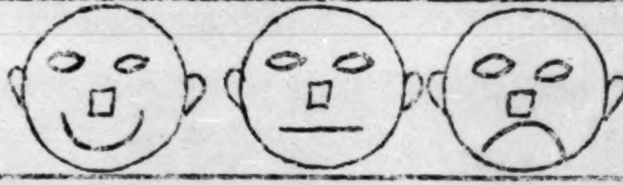

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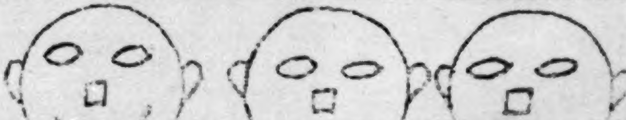

ENCLOSURES

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The Gray-Votaw-Rogers General Achievement Test. Form A. Primary 1-3.
The Bookmark Reading Program. Reading Test 1. Sun Up and Reading Skills One.
The Bookmark Reading Program. Reading Test 2. A Happy Morning, A Magic Afternoon and Reading Skills Two.
Diagnostic Reading Scales. Examiner's Record Booklet.
The Bookmark Reading Program. Reading Test 3. Sun and Shadow and Reading Skills Three.

FORM A*

Student's Name: ______________________ Grade: ________ Age (Chronological): ______ yrs. mos.

Date: ______________ School: ______________ Administered by: ______________

GRADE		PART I	PART II—ORAL		
		% of words correct	WR	COMP	H.C.
1	PP				
	P				
	1				
2					
3					
4					
5					
6					
7		▨			
8		▨			

ESTIMATED LEVELS

GRADE

INDEPENDENT ______

INSTRUCTIONAL ______ (range)

FRUSTRATION ______

(Hear. Capacity) ______

Check consistent WORD RECOGNITION ERRORS (Parts I, II, and III)

consonant

- ______Consonant sounds (e.g.; p, b, etc.) ______Digraphs (e.g.; th, ch, etc.) ______Compounds
- ______Blends (e.g.; bl, sm, etc.) ______Endings (e.g.; s, ed, ing) ______Contractions

vowel

- ______Long vowels (Name) ______Short vowels (Sound)
- ______Long/Short oo ______Vowels plus r
- ______a plus l or w (e.g.; call, saw) ______Dipthongs (e.g.; ou, oi, etc.)
- ______Lacks vowel rule understanding ______Vowel combinations (e.g.; oa, ai, etc.)

syllable

- ______Visual Patterns of syllables (e.g.; vccv, vcv, c+le) ______Prefix
- ______Auditory Syllable elements ______Suffix

Check consistent COMPREHENSION ERRORS (Part II—Questions)

- ______Fact question (F) ______Inference question (I) ______Vocabulary question (V)
- ______"Word caller" (reads words without associating meaning)
- ______Poor memory or recall ______Unable to utilize visual images while reading

Summary of Specific Needs:

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FORM A, PART I—Graded Word List (Teacher's Worksheet)

(PP)	*(P)*	*(1)*	*(2)*
1. for ______	1. was ______	1. many ______	1. stood ______
2. blue ______	2. day ______	2. painted ______	2. climb ______
3. car ______	3. three ______	3. feet ______	3. isn't ______
4. to ______	4. farming ______	4. them ______	4. beautiful ______
5. and ______	5. bus ______	5. food ______	5. waiting ______
6. it ______	6. now ______	6. tell ______	6. head ______
7. helps ______	7. read ______	7. her ______	7. cowboy ______
8. stop ______	8. children ______	8. please ______	8. high ______
9. funny ______	9. went ______	9. peanut ______	9. people ______
10. can ______	10. then ______	10. cannot ______	10. mice ______
11. big ______	11. black ______	11. eight ______	11. corn ______
12. said ______	12. barn ______	12. trucks ______	12. everyone ______
13. green ______	13. trees ______	13. garden ______	13. strong ______
14. look ______	14. brown ______	14. drop ______	14. I'm ______
15. play ______	15. good ______	15. stopping ______	15. room ______
16. see ______	16. into ______	16. frog ______	16. blows ______
17. there ______	17. she ______	17. street ______	17. gray ______
18. little ______	18. something ______	18. fireman ______	18. that's ______
19. is ______	19. what ______	19. birthday ______	19. throw ______
20. work ______	20. saw ______	20. let's ______	20. own ______

Teacher note: As soon as the child misses five words in any column—stop Part I. Begin oral paragraphs, Part II, (Form A), at highest level in which child recognized all 20 words.

FORM A, PART I.

(3)

1. hour ______
2. senseless ______
3. turkeys ______
4. anything ______
5. chief ______
6. foolish ______
7. enough ______
8. either ______
9. chased ______
10. robe ______
11. crowd ______
12. crawl ______
13. unhappy ______
14. clothes ______
15. hose ______
16. pencil ______
17. meat ______
18. discover ______
19. picture ______
20. nail ______

(4)

1. spoon ______
2. dozen ______
3. trail ______
4. machine ______
5. bound ______
6. exercise ______
7. disturbed ______
8. force ______
9. weather ______
10. rooster ______
11. mountains ______
12. island ______
13. hook ______
14. guides ______
15. moan ______
16. settlers ______
17. pitching ______
18. prepared ______
19. west ______
20. knowledge ______

(5)

1. whether ______
2. hymn ______
3. sharpness ______
4. amount ______
5. shrill ______
6. freedom ______
7. loudly ______
8. scientists ______
9. musical ______
10. considerable ______
11. examined ______
12. scarf ______
13. muffled ______
14. pacing ______
15. oars ______
16. delicious ______
17. octave ______
18. terrific ______
19. salmon ______
20. briskly ______

(6)

1. sentinel ______
2. nostrils ______
3. marsh ______
4. sensitive ______
5. calmly ______
6. tangle ______
7. wreath ______
8. teamwork ______
9. billows ______
10. knights ______
11. instinct ______
12. liberty ______
13. pounce ______
14. rumored ______
15. strutted ______
16. dragon ______
17. hearth ______
18. shifted ______
19. customers ______
20. blond ______

Teacher note: As soon as the child misses five words in any column—stop Part I. Begin oral paragraphs, Part II (Form A), at highest level in which child recognized all 20 words.

Inventory Record, Form A, Part I

W.P.M.
___/1440

FORM A, PART II—*Level PP* (24 words)

MOTIVATION: All the family drove to the airport to see father off on a plane trip. Read to find out what the children are looking at.

THE WORK CAR

"Look over there," said Jane.

"See the funny little car.

Can you see it?"

"I see it," said Bob.

"It is a work car."

Scoring Guide: Pre-Primer

WR Errors		COMP Errors	
IND	0	IND	0-1
INST	1-2	INST	1½-2
FRUST	3+	FRUST	2½+

COMPREHENSION CHECK

(F) 1. ___Who are the children in the story?
(Bob and Jane)

(F) 2. ___What did they see?
(funny little car)

(I) 3. ___Who saw the car first?
(Jane)

(F) 4. ___What is the car called?
(Work car or help car)

(I) 5. ___What does the work car do?
(Helps or carries baggage, etc.)

W.P.M.
___/1980

FORM A, PART II—*Level P* (33 words)

MOTIVATION: Most people like to fly. Read this story to find out what it would look like if you were in an airplane in the sky.

JACK'S FIRST AIRPLANE RIDE

Jack and his father got on the airplane.

Away they flew.

"How high we are," said Jack.

"The trees look small."

"And so do the animals," said Father.

Jack said, "This is fun!"

Scoring Guide: Primer

WR Errors		COMP Errors	
IND	0	IND	0-1
INST	1-2	INST	1½-2
FRUST	3+	FRUST	2½+

COMPREHENSION CHECK

(F) 1. ___Who was with Jack on the airplane?
(Father)

(F) 2. ___What words in the story tell that Jack liked his ride?
(This is fun)

(V) 3. ___What does the word "high" mean in this story?
(Way up in the air, above the buildings, trees, etc.)

(I) 4. ___What in the story tells you that Jack and his father are up high?
(The trees and animals looked small)
(they are flying)

(I) 5. ___How many airplane rides did Jack have before this one?
(None)

---

*It is recommended that the "language" of the Inventory be adapted to conform to the age of the child being tested.

FORM A, PART II—*Level PP* (24 words)

W.P.M.
___/1440

MOTIVATION: All the family drove to the airport to see father off on a plane trip. Read to find out what the children are looking at.

THE WORK CAR

"Look over there," said Jane.

"See the funny little car.

Can you see it?"

"I see it," said Bob.

"It is a work car."

Scoring Guide: Pre-Primer

WR Errors		COMP Errors	
IND	0	IND	0-1
INST	1-2	INST	1½-2
FRUST	3+	FRUST	2½+

COMPREHENSION CHECK

(F) 1. __Who are the children in the story?
(Bob and Jane)

(F) 2. __What did they see?
(funny little car)

(I) 3. __Who saw the car first?
(Jane)

(F) 4. __What is the car called?
(Work car or help car)

(I) 5. __What does the work car do?
(Helps or carries baggage, etc.)

FORM A, PART II—*Level P* (33 words)

W.P.M.
___/1980

MOTIVATION: Most people like to fly. Read this story to find out what it would look like if you were in an airplane in the sky.

JACK'S FIRST AIRPLANE RIDE

Jack and his father got on the airplane.

Away they flew.

"How high we are," said Jack.

"The trees look small."

"And so do the animals," said Father.

Jack said, "This is fun!"

Scoring Guide: Primer

WR Errors		COMP Errors	
IND	0	IND	0-1
INST	1-2	INST	1½-2
FRUST	3+	FRUST	2½+

COMPREHENSION CHECK

(F) 1. __Who was with Jack on the airplane?
(Father)

(F) 2. __What words in the story tell that Jack liked his ride?
(This is fun)

(V) 3. __What does the word "high" mean in this story?
(Way up in the air, above the buildings, trees, etc.)

(I) 4. __What in the story tells you that Jack and his father are up high?
(The trees and animals looked small)
(they are flying)

(I) 5. __How many airplane rides did Jack have before this one?
(None)

*It is recommended that the "language" of the Inventory be adapted to conform to the age of the child being tested.

FORM A, PART II—*Level* 2 (49 words)

W.P.M.
___/2940

MOTIVATION: This story takes place at a rodeo. At a rodeo cowboys show their skill with horses, steers and ropes. Read to find out more about the horse and cowboy in this story.

THE RODEO

The people at the rodeo stood up.

They were all waiting for the big ride.

Everyone came to see Bob Hill ride Midnight.

Bob Hill is a top rider.

Midnight is the best horse in the show. He is big and fast.

Can Bob Hill ride this great horse?

COMPREHENSION CHECK

(F) 1. __What did the people do?
(Stood up, were waiting, etc.)

(F) 2. __What was the name of the horse?
(Midnight)

(F) 3. __What did he (Midnight) look like?
(Big, black, strong, etc.)

(F) 4. __Why do you think that Bob Hill was a good rider?
(Story said he was a top rider, he had practice)

(I) 5. __Did the story say that Bob Hill rode Midnight?
(No, he did later, only in the picture)

Scoring Guide: Second

WR Errors		COMP Errors	
IND	0	IND	0-1
INST	3	INST	1½-2
FRUST	5+	FRUST	2½+

FORM A, PART II—*Level* 3 (100 words)

W.P.M.
$\overline{)6000}$

MOTIVATION: Some people say birds are smart and some say they are silly. See if you will agree with the author when he says that most birds are smart.

SMART BIRDS

Everyone knows that birds like to eat seeds and grain. Birds also like to eat little stones called gravel. Birds have to eat the gravel because they don't have teeth to grind their food. The gravel stays in the bird's gizzard which is something like a stomach. When the bird eats seed the gravel and the seed grind together. All of the seed is mashed up.

Tame birds must be given gravel. Wild birds find their own gravel on the road sides. Now you can see how smart birds are.

COMPREHENSION CHECK

(F) 1. __Name two things birds like to eat. (Seeds, grain, gravel stones, sand)

(F) 2. __Why do birds have to eat sand or gravel? (Grind their food)

(V) 3. __What does the word "grind" mean? (Crush, make smaller, etc.)

(I) 4. __What do you think would happen to birds that can't get any gravel in their food?
(Probably die, get sick)

(I) 5. __A bird's gizzard works somewhat like what part of your body?
(Stomach)

Scoring Guide: Third

WR Errors		COMP Errors	
IND	2	IND	0-1
INST	5-6	INST	1½-2
FRUST	11	FRUST	2½+

Inventory Record, Form A, Part II

FORM A, PART II—*Level 4* (98 words)

W.P.M.
___/5880

MOTIVATION: Everything changes, even sports. A new growing sport is called Sky Diving. Have you ever seen a Sky Diver in action? (TV, movies, etc.) If so, then you might enjoy reading this selection to find out more about this new sport.

SKY DIVING

An exciting new sport in the world today is sky diving. Sky divers do tricks, make falls and take interesting pictures. This sport takes you away from your everyday life into a wonderful world you have never known. It is almost like being in a dream. Once out of the airplane, you feel as if you can climb walls or float over mountains.

Sky divers work to develop each of their jumps. Men and women are interested in sky diving. In fact, more people learn to sky dive each year. This relaxing sport is one of man's newest adventures.

COMPREHENSION CHECK

(F) 1. ___Tell two things that sky divers do.
(Tricks, make falls, take pictures)

(I) 2. ___Why is sky diving like being in a dream?
(You float, weightlessness, falling, etc.)

(F) 3. ___Is it true that only men are sky divers?
(No, it is false; no, women, too)

(F) 4. ___When diving, do sky divers climb walls?
(No)

(V) 5. ___Sky divers "work to develop each jump"—what does this mean?
(Do it many times, practices, learn more about it, improves, etc.)

Scoring Guide: Fourth

WR Errors		COMP Errors	
IND	1-2	IND	0-1
INST	5	INST	1½-2
FRUST	9+	FRUST	2½+

FORM A, PART II—*Level* 5 (128 words) W.P.M.

___/7680

MOTIVATION: This story tells about a different type of school. Read to find out more about this special school.

AN UNDERWATER SCHOOL

A team of experts proved that seals had a keen sense of hearing. These men trained blind seals to expect food when they heard sounds. The seals always began snapping when a shrill signal was sounded.

It was proved that even a soft signal, a considerable distance away, could make these sea mammals respond. That should make the fisherman who splashes his oars, or talks loudly, start thinking.

The same team of experts also trained seals to recognize different sounds. One bell-tone meant food, two bell-tones meant no food. In the beginning, the seals made mistakes when the two-bell tones were sounded. They were given a light tap after each mistake. The seals were good learners. They easily learned to tell the difference between the sounds.

COMPREHENSION CHECK

(F) 1. __What animals or sea mammals did the experts train?
(Seals)

(F) 2. __What did the seals do when they heard the shrill signal?
(Began snapping, came for food)

(I) 3. __Why was it necessary to use blind seals?
(Unable to use sight for clues)

(F) 4. __When the seals made mistakes, what happened?
(They were given a light tap)

(F) 5. __What did the seals learn?
(To tell the difference between bell sounds and when to come)

Scoring Guide: Fifth

WR Errors		COMP Errors	
IND	2	IND	0-1
INST	6	INST	1½-2
FRUST	12	FRUST	2½+

FORM A, PART II—*Level 6* (110 words)

W.P.M.
____/6600

MOTIVATION: This story is about a beaver and his unusual home. Read this story to learn more about the beaver's home and his problems with it.

A BEAVER'S HOME

A beaver's home, called a lodge, always has a flooded lower room. These homes are built in large ponds or streams. Mud and sticks are the main building materials. One room is built above the water level and another room is located under water. The only way a beaver can get into the house is to submerge and enter through an opening in the flooded room. This room serves two purposes: a storage area and a sanctuary from enemies.

Occasionally the lower room becomes dry because the beaver's dam has been destroyed. This energetic animal has to quickly repair the dam, or begin building a new home in another place.

COMPREHENSION CHECK

(F) 1. __What is the name of the beaver's home?
(Lodge)

(F) 2. __Where do beavers build their homes?
(Ponds or streams)

(V) 3. __What does the word "submerge" mean?
(Go under water, duck under, dive, etc.)

(I) 4. __What would happen to the beaver if there wasn't water in the stream?
(Home would dry up, couldn't live, etc.)

(I) 5. __How does the flooded lower room help the beaver?
(Storehouse, escape from enemies, helps him get into house)

Scoring Guide: Sixth

WR Errors		COMP Errors	
IND	2	IND	0-1
INST	5-6	INST	1½-2
FRUST	11	FRUST	2½+

154

FORM A, PART II– *Level* **7 (139 words)**

W.P.M.
___/8340

MOTIVATION: Bobsledding is a dangerous olympic sport in which two and four-man teams race down steep, icy mountain slopes. This selection tells something about Bobsledding.

THE WILDEST RUN IN THE WORLD

At the ridiculous age of 59 when a man ought to know better, I became a qualified competitor on the Cresta Bobsled Run. It is one of the fastest and most dangerous rides in the world and the only one of its kind anywhere.

An ancient bell clanged in the clear, close-to-zero air near a famous alpine resort in Switzerland. A unique assortment of oddly helmeted and armored men answered its summons to the races, and I was one of them.

The Cresta course is an incline three quarters of a kilometer long, constructed of solid ice. It has a total drop of 502 feet complicated by harrowing, banked curves, including an extra starting point at a junction, a half mile from the finish. We were making provision to barrel down headlong one at a time. aboard nonsteerable metal sleds called "skeletons." On the straightaways we would attain speeds in excess of 80 miles an hour, with our chins and bodies no more than six inches from the ice. It was the kid game of coasting, expanded to near-suicidal levels.

COMPREHENSION CHECK

(F) 1. __How old was the writer of this selection?
(59 years old)

(V) 2. __What does junction mean?
(A crossing point or intersection, i.e., highways)

(F) 3. __In this story, what is a "skeleton?"
(Bobsled; metal, nonsteerable)

(I) 4. __Is there an age limit for people who wish to bobsled?
(Apparently not, writer 59)

(V) 5. __What does "in excess of 80 M.P.H." mean?
(Faster than 80 M.P.H.)

Scoring Guide: Seventh

WR Errors		COMP Errors	
IND	2-3	IND	0-1
INST	7	INST	1½-2
FRUST	13	FRUST	2½+

FORM A, PART II—*Level 8* (153 words)

W.P.M.
___⟌9180

MOTIVATION: There are several types of courage. Read this selection to find out more about at least two basic types of courage.

COURAGE

Courage is the quality men like most and primitive males guaged their manhood by it as do modern adolescents. Civilized people are dazzled by showy courage. An example is the Mexican at Acapulco who dives off a cliff into the sea. Another is the racing car driver or the trapeze artist, or the bystander who runs through the flames to save a stranger.

But there is a truer courage that is more gallant though almost invisible. It is found in the steadfastness of ordinary people who very matter-of-factly raise handicapped children. Courage is found in those people who live in never ending pain and yet do not hate others. It is found in adults who, giving up malice and suspicion, teach themselves to relax and trust. It is also found in the quiet acceptance of monotonous jobs that must be done, yet it's the kind of courage people rarely recognize in themselves.

COMPREHENSION CHECK

(F) 1. __According to this selection, who likes courage most?
(Men, perhaps primitive males or adolescents)

(F) 2. __What two groups gauge their manhood by courage?
(Primitive males, adolescents)

(F) 3. __Name two kinds of courage.
(Showy courage, gallant or true courage)

(V) 4. __What words were used to describe the "truer" courage?
(Gallant, invisible)

(I) 5. __Why is the second kind of courage called truer and more gallant?
(Because it's not showy, because it doesn't attract attention, etc. Any of these or an interpretation that makes sense.)

Scoring Guide: Eighth

WR Errors		COMP Errors	
IND	3	IND	0-1
INST	7-8	INST	1½-2
FRUST	15	FRUST	2½+

APPENDIX IV

CLIFFORD SHOOK
Vice-President

ANTONIO URIEGAS
President

MARVIN ASHLEY
Secretary

Southside Independent School District

DARRELL POOL
Superintendent

PHONE 626-2346
ROUTE 7, BOX 267
SAN ANTONIO, TEXAS 78221

Cruz Martinez
Roger G. Lopez
Joe Garza, Jr.
Mack Stallcup

May 8, 1975

Mr. Leonard Duckworth
East Central Independent School District
7382 FM 1628
San Antonio, TX 78220

Dear Sir:

The school districts of San Antonio are well aware of the East Central Right to Read pilot program and the progress being made. We intend to implement the Right to Read program in our school district during the 1975-76 school year. We would like very much for the key people of your project to act as special consultants for a work shop to be held August 13, 1975.

We will appreciate any help you can give us in getting started. If the above date is agreeable, please let me know.

Sincerely,

Darell Pool

Darrell Pool
Superintendent

DP:cr

FLORESVILLE INTERMEDIATE SCHOOL
Maurice D. Westmoreland, Principal

1103 FOURTH STREET • TEL. 393-6286
FLORESVILLE, TEXAS 78114

March 11, 1975

Mr. Leonard F. Duckworth
Administrative Assistant
East Central ISD
7382 F.M. 1628
San Antonio, Texas 78220

Dear Mr. Duckworth,

The Floresville Independent School District is aware of the work that has been accomplished in the area of right to read within the East Central Independent School District. Our district is interested in this project. We would like to make an appointment to visit your Pecan Valley Elementary School to see the program in action at a time convenient to you. Please let me know when our visit would be possible.

Sincerely yours,

Maurice D. Westmoreland
Maurice D. Westmoreland,
Principal

TABLE III

STUDENT PERFORMANCE DATA

Treated Classes
Pecan Valley Elementary

GRADE SUBJECT AREA	EVALUATION INSTRUMENT USED	DATE	CLASS RANGE	CLASS AVERAGE	NATIONAL NORM	DISTANCE OF CLASS AVG. FROM NORM
GRADE 1						
Reading Vocabulary	Gray-Votaw-Rogers Achievement Test Form B	4/75	0-4.9	1.8	1.7	+.1
Reading Comprehension			0-5.4	1.7	1.7	0
Spelling			2-2.3	1.5	1.7	-.2
Math Reasoning			0-3.5	1.8	1.7	+.1
Math Comprehension			0-2.9	1.9	1.7	+.2
GRADE 2						
Reading Vocabulary	Gray-Votaw-Rogers Achievement Test Form A	9/74	0-4.3	1.8	2.0	-.2
Reading Comprehension			0-4.1	1.8	2.0	-.2
Spelling			0-3.4	1.9	2.0	-.1
Math Reasoning			1.1-3.4	1.7	2.0	-.3
Math Computation			0-3.3	2.1	2.0	+.1
Reading Vocabulary	Form B	4/75	1.5-5.3	3.0	2.7	+.3
Reading Comprehension			1.3-6.9	2.9	2.7	+.2
Spelling			1.7-5.1	3.0	2.7	+.3
Math Reasoning			1.3-5.2	3.0	2.7	+.3
Math Computation			1.4-5.9	3.5	2.7	+.8

TABLE III: Student Performance Data - Continued

GRADE 3						
Reading Vocabulary	Gray-Votaw-Rogers Achievement Test Form A	9/74	1.6-5.7	2.9	3.0	-.1
Reading Comprehension			1.5-5.1	2.8	3.0	-.2
Spelling			1.5-3.5	2.7	3.0	-.3
Math Reasoning			1.3-4.5	2.7	3.0	-.3
Math Computation			1.5-4.4	2.9	3.0	-.1
Reading Vocabulary	Form B	4/75	2.2-6.1	3.8	3.7	+.1
Reading Comprehension			2.0-6.9	4.2	3.7	+.5
Spelling			2.7-6.9	4.5	3.7	+.8
Math Reasoning			1.7-5.8	4.0	3.7	+.3
Math Computation			2.3-6.3	4.1	3.7	+.4

The data for the untreated classrooms revealed that the classes stayed the same distance from the average national norm in second grade on both pre and post tests. The overall class status was -.3 from national norm on both tests in two second grade classes. By third grade the untreated classrooms exhibited further deviations from the national norm. This collective class data is contained in the following table.

TABLE IV

Comparison of Treated and Untreated Classes

National Norm		Untreated Class I Average	Untreated Class II Average	Treated Class Average
3rd Grade				
9/74	3.0	2.8	2.75	2.8
4/75	3.7	3.4	3.2	4.3

APPENDIX V

BUDGET REPORT

S.R.A. Reading Laboratory		
Grade I	Kit 1a	$94.50
Grade II	Kit 1b	94.50
Grade III	Kit 1c	94.50
Listening Skill Builder Tapes		
Grade I	Kit 1a	17.50
Grade II	Kit 1b	17.50
Grade III	Kit 1c	17.50
McGraw-Hill/Early Learning		
First Experiences with Vowels and Consonants	Kit #1400	96.00
Second Experiences with Vowels and Consonants	Kit #1425	110.00
Reading Consultants		250.00
Testing Materials		
Gray-Votaw-Rogers		175.00
SRA - blue		375.00
Teacher-made Materials (paid by Pecan Valley School)		200.00
Reading and Listening Adventures		
Educational Reading Services		34.30

Discovering Language Through Sounds and Pictures	
Transparencies	$29.95
Troll Read-a-longs	
Little Troll Read-a-long	89.75
Read-alongs for Reluctant Readers	
8 Kits	119.60
Scott, Foresman	
Little Picture Cards	3.36
Skill Builders, Inc.	
Speech and Language Development	45.50
Cole Supply	
Language Development Pack	25.00
Reading Readiness Class Pack	
(For First Grade)	22.00
Resource Library	42.00
New Adventures in Language	
Film Strip Unit	105.00
(Purchased with expansion of project in mind)	
New Goals in Listening	
A Primary Reading Skills Program	72.00

Author/Director Expenses	$150.00
TOTAL	2480.46
Personal expenses and Pecan Valley School expenses	- 350.00
	$2130.46
Proposed Budget	$2000.00

APPENDIX VI

SCHOOL INFORMATION

PECAN VALLEY ELEMENTARY is located in the East Central Independent School District of San Antonio, Texas.

Pecan Valley Elementary has an enrollment of 506 pupils in grades K-5. The enrollment is distributed as follows:

Grade	K	1	2	3	4	5
No. of pupils	54	66	87	88	105	106

The school has one principal, 2 kindergarten teachers, 2 first grade teachers, 3 second grade teachers, 3 third grade teachers, 3 fourth grade teachers, 3 fifth grade teachers and one combination 4/5 teacher. Only 1-3 teachers are currently involved in the Right to Read effort. Of these 8 teachers , all are certified in their grade level but no one is certified in teaching reading. These 7 teachers have a total teaching experience of 56 years ranging from 0-17 years with an average of 8 years. The total salary for these teachers is $55,160.00 with an average salary of $7880.00.

The enrollment includes 1% black, 24% Mexican-American, 75% white with less than ½% Oriental. The community is suburban with about 20% working at local military bases. Others work in urban San Antonio.

The school library contains a total of 5628 volumes. Though numerous books have been purchased, the Library is still inadequate according to state standards. A teacher aide assists the teachers and pupils in the library. Additional materials and films are ordered regularly from the Region XX Media and Film Service Center.

Pupil performance data was obtained from a variety of instruments, some purchased and some school made, some normed and others not, and some skill-based with others yielding a grade point.